MANAGING THE CONTINUING PROFESSIONAL DEVELOPMENT OF LECTURERS IN A MPUMALANGA TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE

by

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I declare that the above dissertation is my work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE DATE

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ABSTRACT

The aim of this research is to find out if a Technical and Vocational Education and Training (TVET) college in Mpumalanga, South Africa has any CPD programme for its lecturers and how it is managed. Through personal experience, interaction with fellow lecturers and literature review, I noted the evident lack of college-driven continuous professional development (CPD) of lecturers. I discovered that most TVET college lecturers are holders of teaching qualifications suitable for schools and not the TVET college sector.

The research was qualitative. I conducted in-depth interviews with the senior management of the college, a focus group interview with lecturers and finally document analysis. Data analysis was inductive and verbatim quotations from participants were used.

I found that although the college did have a CPD programme, there were many shortcomings. Strengths of the programme include funding and a planned CPD committee. Deficiencies relate to non-communication between staff members and management and a laissez-faire attitude of management in the handling of CPD. Based on the findings numerous recommendations are made concerning the way CPD is managed at this college and by the Department of Higher Education. These recommendations may relate to other colleges to make their CPD programme more effective for their academic staff.

KEY TERMS

Continuous professional development, technical and vocational education and training, management, initial training, learning organisation, needs analysis, integrated quality management system (IQMS), lecturer work-based experience (LWE)

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LIST OF ACRONYMS

CPD – Continuing Professional Development
CMT – Campus Management Team
DBE – Department of Basic education
DHET – Department of Higher Education and Training
DoE – Department of Basic Education
ES – Education Specialist
HOD – Head of Department
HR – Human Resources
LWE – Lecturer Work-based Experience
OL – Organisational Learning
PD – Professional Development
POE – Portfolio of Evidence
SACE – South African Council of Educators
SETA – Sector Education Training Authority
TVET – Technical and Vocational Education and Training
IQMS – Integrated Quality Management System

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION TO THE STUDY

This study sought to investigate how continuing professional development (CPD) is managed at a selected Technical and Vocational Education and Training (TVET) college in South Africa. The study started with a broad analysis of different policy documents, similar research studies and expert opinions to do with CPD of educators in general, and TVET college lecturers in particular. This entailed a review of relevant literature on CPD and considered how relevant experts, proposed that a CPD programme should be managed. The main part of this study was the investigation of how a chosen TVET college in Mpumalanga province managed a CPD programme for its lecturers. From the results of the study, some ideas on how best to manage CPD programmes in TVET colleges are recommended.

The task of management is defined by van Deventer and Kruger (2012: 66) as that which involves *"…planning, problem solving, decision making, policy making, organising, coordinating, delegating, leading and control*". Management can also be defined as a process that is "*associated with efficiency, planning, paperwork, procedures, regulations, control and consistency*" (Prinsloo in van Deventer & Kruger, 2012: 141). The present study aims to investigate the efficient planning of procedures and regulations by TVET colleges in order to consistently implement a programme of continuing professional development of lecturers. In accordance with the definitions for management given above, I sought to interrogate how the chosen TVET college carried out CPD planning; in other words, how it performed the tasks of leading, organising, co-ordinating and controlling CPD. I investigated the procedures the college used so as to deliver an efficient and consistent CPD programme for its lecturers.

The *Policy on Professional Qualifications for Lecturers in TVET Colleges* states that TVET College lecturers work under the jurisdiction of the Department of Higher Education and Training (DHET 2013). Lecturers are different from teachers who are employed in the Department of Education (DoE) because lecturers are expected *"…to have expertise in both the academic and work-related dimensions of TVET…"* (DHET 2013: 03).

Furthermore, Technical and Vocational Education,

> "…*is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life*" (UNESCO-UNEVOC in DHET 2013:03).

Professional development, according to Bernauer, Moore and Bolam cited in Steyn and van Niekerk (2012: 45) is defined as "…*an on-going process that includes suitable properly planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching*". Professional development is focussed on "…*enabling and empowering educators by improving their professional confidence, learning area/subject knowledge and skills, and teaching and classroom management*" (Steyn & van Niekerk, 2012: 45). Professional development should thus be seen as the continuing improvement of practising lecturers' competencies and performance so that they can provide quality education.

When discussing teacher empowerment through curriculum development, Carl (2012:16), specifically referred to teachers as "*students*" and active learners who can bring about change in the teaching and learning environment. Teacher empowerment or such changes in the work environment then will contribute towards the general improvement of teachers' performances as they go about their duties. *The White Paper for Post-School Education and Training* (DHET 2013:16-17) recognises the need for a well-educated, capable and professional teaching staff in higher education. According to the White Paper, practising professionals should be evaluated to identify their developmental needs and then relevant programmes

should be developed to improve the qualifications and capabilities of college lecturers.

Steyn and van Niekerk (2012:45) note that the *National Policy Framework for Teacher Education and Development in South Africa* (National Policy) (DoE 2006:18) identifies four types of CPD programmes; those that are school-driven, employer-driven, qualification-driven or others offered by approved organisations. The National Policy Framework also notes that there are compulsory and self-selected CPD programmes. In this study I investigated how the National Policy Framework is interpreted and implemented at the chosen TVET college. I also investigated how such a programme is rolled out to lecturers and whether these CPD programmes are compulsory or optional for members of staff, self-initiated or recommended by the college. I further investigated who was responsible for the implementation of the CPD programme at the TVET college.

Two programmes are involved in the integrated quality management system (IQMS), which according to the Department of Higher Education and Training is "…*aimed at enhancing and monitoring performance of the education system.*" The two programmes are developmental appraisal and performance appraisal (DHET 2013: 04). To help the appraisee benefit more from the appraisal system, IQMS recommends that lecturers, or appraisees, be also trained and mentored by the Senior Management Team (SMT) and Staff Development Team (SDT) (DHET 2013: 08). The appraisee's weak points would be noted and then the appraisee would be mentored or asked to undergo some training to enable him or her to meet the challenges faced (DHET 2013: 18). This study will seek to find out how the chosen college deals with IQMS related appraisals, in cases where the appraisee identifies areas of CPD.

Three purposes of professional development have been identified by Mosoge cited in Steyn and van Niekerk (2012: 46). These are talent development, career advancement and institutional development. Thus CPD would not only benefit individual lecturers, but the institution as a whole. Steyn (2008:17) however warns

that CPD should not

> "…*just be a state-funded and mandatory exercise of skills development but it should be based on awakening awareness of one's inability or incompetence to perform according to one's own expectations or laid down criteria*".

CPD must therefore arise out of the lecturer's assessment of his own performance and what training needs he or she thinks are needed to perform better. In this study I investigated whether the college gave its lecturers a platform on which to voice their training needs, and whether it took any action to address these needs for CPD.

1.2 BACKGROUND TO THE STUDY

Many lecturers who are teaching at the TVET colleges were either un- or under-qualified. This was reported by Msibi, Mcwango, and Memela, (2014) at a Technical and Education and Training (TVET) conference hosted by the Department of Higher Education and Training. They noted that this was an area of great concern if the TVET sector was to deliver on its highest priority of providing institutions of choice for school leavers. Similarly, research by the DHET showed that in the Mpumalanga province, less than 10% of TVET college lecturers (26 out of the sampled 279) were academically and professionally qualified for the TVET sector (DHET 2014A). The position across the whole country was little better: of the sample of 5712 lecturers, only 854 (14.95%) were academically and professionally qualified for the TVET sector. This indicates that less than 15% of lecturers already in TVET college classrooms were appropriately qualified. The rest were either under- or unqualified for the TVET sector (DHET 2014A).

In the past, qualifications for TVET lecturers had been regulated by DoE national policies (DHET 2013). These qualifications were appropriate for teaching in schools but were not sufficient to prepare the lecturers for the TVET colleges. In the document, *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training,* the DHET (2013) notes the efforts by some universities of technology to address this deficiency.

Notably, a one-year Postgraduate Certificate in Education, Further Education and Training (Vocational Education) had been introduced in 2001 and the Vocational Education Orientation Program (VEOP) in 2010. However, VEOP is a 30-credit programme and is not a full qualification programme (DHET: 2013). In view of the lack of an appropriate pre-service training for TVET lecturers, I sought to find out how TVET colleges manage CPD to offer their lecturers opportunities to operate more effectively in the TVET sector.

The *Policy on Professional Qualifications for Lecturers in the Technical and Vocational Education and Training (RSA, 1997 and RSA, 2008)* recognises the need to align qualifications of TVET college lecturers with the Higher Education Qualifications Sub-Framework 2013 (DHET 2013). This policy was in response to the realisation that most TVET college lecturers were trained teachers and that pre-service training did not include imparting skills for lecturing at TVET colleges (DHET 2013). The researcher asserts that CPD would be the best way to address some skills gaps as it would afford lecturers an opportunity to interact with their work and colleagues and share best practices in the field.

A new Continuing Professional Training and Development system that can be adapted to TVET colleges was published in *The National Policy Framework for Teacher Education and Development in South Africa* (DoE 2006). This policy uses a professional development (PD) point system to award points to those teachers who would have undergone PD programmes. It also proposes that responsibility for implementing and managing PD of teachers should lie with the South African Council of Educators (SACE) along with provincial departments of education, district offices, school management teams and teachers' unions.

The South African TVET sector is relatively new with most of its lecturers not properly qualified to teach in the sector. Most lecturers are registered with the school-focussed South African Council of Educators (SACE) professional body. There is no professional body for TVET college lecturers as yet. It is the focus of this research to find out if an initiative similar to the *National Policy Framework for Teacher Education and Development in South Africa* is available for TVET college lecturers; to find out who is in charge of managing it and whether there are any incentives attached to attaining formal CPD qualifications.

The *Policy on Professional Qualifications for Lecturers in the Technical and Vocational Education and Training* recognises the need to align qualifications of TVET college lecturers with the Higher Education Qualifications Sub-Framework 2013 (DHET 2013). This policy was in response to the realisation that most TVET college lecturers were trained teachers and that pre-service training did not include imparting skills for lecturing at TVET colleges (DHET 2013). The researcher asserts that CPD would be the best way to address some skills gaps as it would afford lecturers an opportunity to interact with their work and colleagues and share best practices in the field.

In August 2016, the Minister of Higher Education and Training (DHET), Dr. Blade Nzimande, announced the launch of a programme for the professional development of campus managers in TVET colleges (DHET 2016A). He said that it was part of the TVET colleges turnaround strategy to be phased in countrywide over the next three years to cater for all campus managers (DHET 2016A). However, the minister's announcement is silent when it comes to a similar CPD programme for lecturers. However, it was equally important that a corresponding CPD programme for lecturers should have been launched by DHET because lecturers are classroom practitioners and are in constant contact with students. King and Newman cited in Steyn (2008: 16) say that *"…improving teachers' knowledge, skills and dispositions is one of the most critical steps to improving student achievement".* There is, therefore, a strong correlation between appropriate educator training and student performance

1.3 THE RESEARCH PROBLEM

The apparent lack of appropriate pre- or post-service education programmes for TVET college lecturers is a problem. Lecturers in the sector have school educator qualifications, which are mostly academic and lack the necessary vocational skills (DHET 2013). Efforts by some universities and the Department of Higher Education are not enough to ensure the relevant initial and continuing professional development of college lecturers. Taking into consideration the divergent nature of curricula within the TVET sector and the specific circumstances of each campus, a CPD programme designed to take in account individual lecturers' needs would go a long way towards equipping lecturers with relevant skills to deliver quality training to their students.

The problem statement for the study can be phrased as a research question: How is the continuing professional development of lecturers managed at a TVET college in Mpumalanga, South Africa? This main research question can then be divided into the following sub-questions:

- Which theories relating to CPD in TVET colleges exist and how do these theories suggest a CPD programme should be managed?
- How does a TVET college in Mpumalanga implement a CPD programme for its lecturing staff?
- Which new strategies can be developed for the effective management of a CPD programme for TVET college lecturers in Mpumalanga province?

1.4 AIMS AND OBJECTIVES OF THE STUDY

In this research I investigate how the continuing professional development of staff was managed at a TVET college in Mpumalanga. The sub-aims of the study are to:

- examine which theories exist relating to the management of CPD in TVET colleges and how these theories suggest a CPD programme should be managed; ;
- investigate how a TVET college in Mpumalanga province implements a CPD programme for its lecturing staff; and
- develop new strategies for effectively managing a CPD programme for TVET college lecturers in Mpumalanga province.

1.5 RESEARCH METHODOLOGY

1.5.1 Research approach

There are many research approaches that can be used; the choice of which depends on the nature of the research study. This study will be mainly qualitative in nature. McMillan and Schumacher (2010: 23) describe qualitative approaches as "…*those that emphasise gathering data on naturally occurring phenomena*". They also say that these data are in the form of words rather than numbers, and that a researcher

would normally have to search and explore with a variety of methods until a deep understanding of the phenomenon is achieved.

This research will follow an interpretive research paradigm. Cohen, Manion and Morrison (2011: 17) describe the interpretive research paradigm as anti-positivist. They explain that *"...the central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience*." This means that human behaviour or experience is context-based and should be understood within those specific circumstances. The theoretical framework within which the research is based is therefore anti-positivism. Cohen et al. (2011) explain that the anti-positivist or post-positivist movement concerns itself with phenomena. They also say that situations should therefore be examined through the eyes of participants rather than those of the researcher (Cohen et al. 2011).

This research seeks to understand a particular situation in this case how a TVET college manages a CPD programme for its lecturers. In such a situation, according to Cohen et al. (2011: 116) the research strategy *"…should be primarily ethnographic and interpretive"*. They go on to say that *"...behaviour and, thereby, data are socially situated, context-based, context-dependent and context-rich*" (Cohen et al. 2011: 219). In other words, the situation in which people find themselves will determine their behaviour. In this research, the particular situation of the sampled college will determine the success of a CPD program.

This research has the specific focus of finding out how a CPD programme is managed at a TVET college in Mpumalanga, South Africa. So, although similar research on CPD has been carried out in South Africa and internationally, the findings in this research will be unique to the specific circumstances the lecturers face at this particular college. Although other colleges may present similar problems, it is assumed that similar research at a different college could yield different results, reflecting the circumstances prevailing at that college. Consequently, there will be no deliberate effort to generalise the results of this study.

1.5.2 Population and sampling

McMillan and Schumacher (2010: 129) describe a population as *"…a group of elements or cases, whether individuals, objects or events that conform to specific*

criteria and to which we intend to generalise the result of the research". There are three TVET colleges in Mpumalanga, but this research will focus attention on only one such college, which had six campuses at the time of the study. In this research the population will be the management staff and the lecturers teaching across the various campuses. The sample was drawn from the staff compliment at the college. Each college has a head office with a Chief Executive Officer (CEO), two deputy CEOs, a Human Resources Manager and a Curriculum Manager. Each campus has a Campus Manager, two Heads of Department, Education Specialists and lecturers.

In this study I sampled one Deputy CEO (Academic Affairs), one Human Resources manager, one Curriculum Manager and four Campus Managers. These seven people were sampled for the in-depth interview. I went on to sample two lecturers from each of the four chosen campuses giving a total of eight participants for the focus group interview.

Cohen et al. (2011: 161) say that non-probability sampling applies more to qualitative research. They also say that in qualitative research *"…the emphasis is placed on the uniqueness, the idiographic and exclusive distinctiveness of the phenomenon, group or individuals in question."* They also say that the generalisability of qualitative research results is therefore not a prerequisite but a bonus (Cohen et al. 2011). The sampling methods that will be used in this study are non-probability methods.

Purposeful (purposive) sampling will be used to sample the Deputy CEO Academic, the HR Manager and the Curriculum Manager. As McMillan and Schumacher (2010: 138) say, in purposeful sampling, *"…the researcher uses his/her knowledge of the population to decide which subjects will be selected to provide the best information to address the purpose of the research"*. The above-mentioned people will be in a good position to give information about a CPD programme and how it is managed at the college because they form part of the college's senior management. Their duties would involve implementing various programmes and policies.

Not all campus managers were sampled but a convenience sampling method was used to interview only four campus managers on how they manage CPD at their own campuses. McMillan and Schumacher (2010: 137) define convenience sampling as *"…selecting subjects on the basis that they are available"*. The researcher

interviewed four out of six campus managers because their campuses were located closest to the researcher's own place of work and residence.

Convenience sampling was also used to sample a total of eight lecturers from the same four campuses closest to the researcher. This means two lecturers were sampled from each campus. Maree (2016) defines convenience sampling as a method whereby the sample is chosen according to ease of access. Efforts were, however, made to sample lecturers across a variety of subject offerings.

1.5.3 Instrumentation and data collection techniques

Data were collected in a variety of ways. I chose to use focus group interviews and in-depth interviews. The interviews were complemented by document analysis. A discussion of these techniques follows.

A focus group interview is a situation where *"…a qualitatively sampled group of people is interviewed in a social environment in which group members are stimulated by one another's perceptions and ideas*" (McMillan and Schumacher 2010: 363). This method allows the researcher to engage in a protracted discussion with colleagues without their feeling as though they are being assessed. One of the advantages of a focus group interview given by McMillan and Schumacher (2010: 363) is its *"…usefulness in obtaining detailed information about personal and group feelings, perceptions and opinions"*. It is the researcher's opinion that, in such a group, participants would be more relaxed than they would be in an individual interview.

A focus group interview was conducted by the researcher with a group of eight lecturers to find out their perceptions about CPD, and whether they had been involved in any CPD since they joined the TVET sector. I also solicited their opinions about how they think the college or the campus could manage a CPD programme for lecturers.

The focus group interview was conducted among a sample of eight lecturers, two from each of the four campuses. This was done in order to compare experiences of lecturers across different campuses. Similarities and differences were noted. This gave me an idea of how CPD was treated in each campus and whether the data could be generalised to all campuses, including among the lecturers not sampled.

In an in-depth interview *"…an individual rather than a group is interviewed and the interviewer probes in order to gain insight into the participant's understanding of phenomena"* (McMillan and Schumacher 2010: 355). In-depth interviews are used to solicit detailed information from those who are well placed to have such information. This is why the participants were selected from senior management in the college and across the campuses. It was believed that their inclusion in this study would clarify how CPD was implemented and managed CPD in the college as a whole, and how this trickled down to each campus.

The researcher conducted in-depth interviews with staff members who are senior managers of the college to find out whether a CPD programme exists, and how and by whom it is managed. Senior management included the Deputy CEO Academic, the HR Manager, the Curriculum Manager and four Campus Managers. The questions focussed on policy documents used for guidance when implementing a CPD programme, who is in charge of implementing the programme, whether there is a centralised or de-centralised approach to managing CPD and how efficient they think this programme is at the college.

This study also included carrying out document analysis. This differs from a literature review in the sense that it was an analysis of official documents in order to find out the informal and official perspective of the organisation as far as CPD is concerned (McMillan and Schumacher 2010). The researcher examined college documents that attest to the existence and management of CPD. Other documents, such as those defining policy and CPD year plans were studied, especially those from the Human Resources (HR) department to see how a CPD programme is managed at the chosen college.

1.5.4 Data analysis and interpretation

Analysis of qualitative data, according to Cohen et al. (2011: 537) "*…involves organising, accounting for and explaining the data; in short, making sense of data in terms of participants' definitions of the situation"*. They also say that there is no single way of analysing data, but, rather, it should *"…abide by the issue of fitness for purpose*" (Cohen et al., 2011: 537). For the analysis of the focus group and in-depth interviews, I made use of video recordings, from which data were transcribed. I used,

as much as possible, the actual words spoken by the participants in order to bring out their feelings and opinions.

Data gathered in the literature review were also discussed. This type of data is important because it shows what other researchers have found to be of benefit in implementing and managing a CPD programme. The data from policy analysis serves to show how CPD for college lecturers is supposed to be managed and by whom it is to be managed.

Data collection and analysis focussed attention on finding out what actually happens at the college as far as the implementation and management of CPD is concerned. In instances where it is implemented, I sought to find out how the college management manages it and in instances where it is not implemented, I found out from management concerned some reasons for it not being so. Conclusions and recommendations give a practical way of managing CPD at a South African TVET college.

1.5.5 Ethical considerations

The University of South Africa requires that all academic research should adhere to ethical principles. Dealing with human beings, especially if they are going to be used in a research study, requires that the researcher practises utmost confidentiality and non-disclosure of the identities of the individuals concerned. The researcher ensured participants' privacy by anonymity, maintaining confidentiality and using appropriate means of storing data. Letters of the alphabet and digits were used instead of names of individuals and institutions. The information gathered in this research will be used solely for research purposes. There will be no link between the data and the participants (McMillan & Schumacher 2010). However, the results, interpretations, conclusions and recommendations of the research are available for academic and professional developmental purposes.

The participants in this research were informed beforehand of the scope of the research and were given the option of voluntarily consenting to participate in the research. McMillan and Schumacher (2010: 118) say that voluntary participation "…*means that participants cannot be compelled, coerced or required to participate in a study*". No one was made to participate in this research without either their

knowledge or consent. Participants were informed of their right to withdraw from the research at any time if it so pleased them.

I pledge openness and justice to the research participants. This means that the results from observations and surveys will be reported as far as possible without any bias. To be specific, information will be "…*reported, depicted and analysed in a manner not designed to deliberately cause harm, discomfort or embarrassment to the participating individuals or their institutions*" (McMillan & Schumacher 2010: 119). Ethical clearance was sought from and granted by the Ethical Clearance Committee of the university prior to the collection of primary data through document analysis, the focus group interview and individual in-depth interviews.

1.6 TRUSTWORTHINESS OF THE RESEARCH

The word reliability should, according to Lincoln and Guba cited in Cohen et al. (2011: 201), preferably be replaced with terms such as credibility, neutrality, confirmability, dependability, consistency, applicability, trustworthiness and transferability. Although, the term reliability is used in this section, it should therefore be understood to mean trustworthiness. In qualitative research the idea of reliability is described by Bogdan and Biklen cited in Cohen et al. (2011: 202) as *"…**a fit** between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of coverage"*. In this research, the researcher will enhance reliability by recording actual responses from participants. Video cameras will be used, and as much as possible, participants' own words will be used as data. The researcher will also pay attention to non-verbal cues during interviews.

Reliability allows for non-uniformity in responses. In this regard, Cohen et al. (2011: 202) say *"…qualitative research reliability needs not strive for uniformity as is the case with quantitative research reliability"*. Therefore when interviewing lecturers from different campuses, the researcher is aware that different responses might be recorded. The researcher will not attempt to find a parallel between different participants' responses. The researcher will record responses as they are and interpret them as honestly as possibly. Nevertheless, the data captured in this research will give a broad view of how CPD is managed throughout the college.

Information gathered in focus group interviews may be biased because of domination by *"…outspoken individuals, group think and the difficulty of assessing the viewpoints of less assertive participants*" (Maree 2016:11). However, Maree also says that *"…the rapport between the moderator and the group members can encourage participants to express their feelings fully and honestly*". The researcher consequently plans to counter this problem by encouraging divergent views on the subject matter and explaining to participants at the beginning of the interview that there are no wrong answers.

1.7 OUTLINE OF THE DISSERTATION

This research will be presented in five chapters. Chapter 1 gives an introduction and an overview of the study. In this chapter, the research problem is discussed leading to the aims and objectives of the study. An outline of the research methods is given. Chapter 2 focuses on a review literature concerning existing CPD knowledge in the field of higher education and training. The chapter will focus attention on CPD programmes at TVET colleges, especially in South Africa.

Chapter 3 focuses on the research design and data collection methods. Here the study shows how the data were collected. Chapter 4 shows data analyses and interprets the data collected. The data will be presented in various formats, including tables, graphs and verbatim quotations of participants' responses. Chapter 5 gives a summary of the study, followed by conclusions and recommendations drawn from the findings.

1.8 DEFINITION OF KEY CONCEPTS

1.8.1 Continuing Professional Development

Continuing professional development is *"…about ensuring that individuals have the opportunity to keep up-to-date with trends and continuously learn and improve their knowledge and professional knowledge."* (Moonasar & Underwood, 2018: 47) Trends change so lecturers need to keep abreast with these changes so that they impart up-to-date knowledge to their students. As the name suggests it is a continuing process right throughout one's professional life. In this study, this process will be seen as a

continuous process because of the changing technological environment for which students are trained.

1.8.2 Management

The concept of management may be seen in two ways. Firstly, it may be a function that "*…is associated with words like efficiency, planning, paperwork, procedures, regulations, control and consistency*" (Prinsloo cited in van Deventer & Kruger, 2012:141). The study will focus attention on how CPD is managed at a TVET college in Mpumalanga. The researcher will investigate the procedures, regulations, and the paperwork associated with CPD and how the whole process is controlled in a consistent and therefore efficient manner.

In a post by Grant Attwood (2012), Peter Drucker defined management using five points. He says management is about making people's strengths affective and their weaknesses irrelevant. He considered management as a process of enhancing the ability of people to contribute, integrating people in a common venture by thinking through, setting and exemplifying the organisational objectives, values and goals. He defined management as a process that enables the enterprise and its members to grow and develop through training, developing and teaching. Finally he considered management to be about ensuring that everyone knows what needs to be accomplished.

Gaurav Akrani (2011), says that management is an individual or a group of individuals that accept responsibilities to run an organisation. In this study, management will refer to the Deputy CEO Academic Affairs, the Human Resources manager, the Curriculum manager and campus managers. These are members of the college senior management team that will be sampled in this study. These are the people that the researcher feels should be in charge of managing a CPD programme, if the college has one.

1.8.3 Leadership

Leadership is *"…associated with risk taking, dynamism, creativity, change and vision"* (Prinsloo cited in van Deventer & Kruger, 2012:141). The study will propose a creative and dynamic plan for implementation of a CPD programme by management

at a TVET college. Ingvarson cited in Marishane and Botha (2012: 05) views leadership as concerned with *"…setting a new direction for an organisation*" whilst management as concerned with *"…directing and controlling according to established principles*". In this study, the researcher will assume that college managers at some point also become leaders and would indeed set a new direction for their campuses or colleges in as far as CPD is concerned. Managers would be expected to lead, especially in cases where CPD had previously not been implemented.

1.8.4 Technical and Vocational Education and Training (TVET) College

The term "TVET college" is fairly new; having been introduced by the Department of Higher Education and Training in 2012 following the *Further Education and Training Amendment Bill* of the same year. The term has been around for much longer abroad. *The Policy of Professional Qualifications for Lecturers in TVET colleges* defines a TVET college as

> "…*a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life*" (South Africa 2013: 01).

Plainly put, a TVET college is a post-school institution that offers education leading to vocational qualifications to its students.

1.9 CONCLUSION

The study sought to find out whether college management was aware of and was implementing CPD programmes for their lecturers. The researcher interviewed individual members of college management to find out if the college had a CPD policy and how this was managed. College lecturers' opinions about CPD were solicited through focus group interviews.

For this study, the literature review (the focus of the next chapter) shows what similar research says about the management of CPD. Finally the study proposes practical ways of managing CPD in the colleges. The study shows that CPD, if properly

managed, would be beneficial for the lecturer concerned in augmenting his or her professional and academic skills. The study also shows the positive impact of CPD on lecturers, the particular institution and the whole TVET college sector.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter stated the problem under investigation and stated the aims and objectives of the study. In this chapter I focussed on the literature review of existing continuous professional development (CPD) knowledge in the field of higher education and training. The chapter is primarily concerned with CPD programmes at Technical and Vocational Education and Training (TVET) colleges, with particular reference to South Africa. The chapter discusses CPD programmes as prescribed by various departmental policies, fellow researchers and academics in the field. The chapter also shows the positive impact of CPD on lecturers, the particular institution and the whole TVET college sector.

A literature review should be an examination of previous research related to the topic in question, which then gives the theoretical underpinnings of the study (Johnson & Christensen 2008; Suter 2012). It supports the research problem by explaining the empirical, theoretical and methodological knowledge base for research (Kelly 2011; Robson, 2011). In this way, as stated by McMillan and Schumacher (2010), the literature review serves to relate the problem under investigation to previous research and theory. Furthermore, in his thesis Phorabatho (2013: 25) says that a *"literature review is done to guard against any accidental and unnecessary duplication of information*"*.* Accordingly, in my literature review I found out what other researchers have found out so that I avoid unnecessary repetition.

The theoretical review, should according to Vinz (2015), show that the researcher is knowledgeable about the key concepts, theories and models that relate to the study, thereby giving direction to the research She also says that it should provide a scientific justification for the investigation and show that the research is grounded in and based on scientific theory.

Whilst a literature review will provide an overview of current research appropriate to the research, Maree (2016: 28) says that it must go a step further by identifying "*the gap between what has been written on the topic and what has not been written, as well as possible flaws in the literature*". This requires the researcher to thoroughly examine current literature on the topic of CPD and identify possible flaws or conflicting ideas in prior work. Once flaws or gaps are identified, the researcher may address some of these and suggest an appropriate way forward.

2.2 THE NATURE OF TVET EDUCATION

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* (South Africa, 2013) says that lecturers are key to the teaching and learning activity in TVET institutions and continues to say that:

> *"…sufficient, appropriately qualified and competent lecturers, who understand and have the expertise in both the academic and work-related dimensions of TVET, are needed if the institutions that offer TVET programmes are to make the critical contribution expected of them"*.

The critical contribution referred to is the imparting of skills to students that are necessary to enable them to perform in a vocational environment. TVET college graduates should, therefore, have work-related skills related to their chosen areas of study. This means that their lecturers must also be well trained in order to impart these skills.

The *Revised Policy on the Minimum Requirements for Teacher Education Qualifications* (South Africa 2015) is a policy drawn up by DHET to construct core curricula for Initial Teacher Education (ITE) and Continuing Professional Development (CPD). It should be understood that the word `teacher' in the policy is used interchangeably with the word `educator' and for the purposes of this study should be understood to also mean TVET college lecturer. Of interest to this study is how the policy clearly and specifically describes guidelines regarding practical and work-integrated learning in CPD programmes for educators. This means that CPD programmes for TVET college lecturers should be vocationally-oriented and be

aimed at skills development.

The policy proposes a formal CPD programme that ranges from the Advanced Certificate in Education (ACE) (NQF level 6) up to a doctoral degree in education (NQF level 10) (DHET, 2015). Non-formal learning is not the focus of this policy. Furthermore, it is notable that the CPD programmes proposed in the policy are not compulsory, but voluntary for educators. This would imply that the educators concerned have to want to develop themselves but nothing, in terms of policy, compels them to undergo any CPD programme leading to these formal qualifications.

In the *Skills Development Act 97 of 1998,* Chapter 3(9) covers the establishment of Sector Education and Training Authorities (SETAs). These SETAs supposed to partner with the DHET in skills development of the South African workforce by providing funding for initial as well as continuous professional development. This study sought to find out if lecturers, especially the new ones, are aware that they can engage in studies and be funded by various SETAs related to their field of study.

In the NCV programme in TVET colleges, poor throughput rates, high drop-out, low progression and poor completion rates amongst students were shown by Mgijima (2014) to all be symptomatic of poor teaching and learning. She attributes all these problems to inadequate preparation of lecturers, who lack the requisite knowledge and skills for effective curriculum delivery. These requisite skills and knowledge should be acquired during both lecturers' initial training and their continuous development. The South African Council of Educators (SACE) attributes the problem of poor initial training to "…*a lack of clear policy on the initial preparation of college lecturers as well as to a lack of professional development programmes*" (SACE 2011:05).

The current research is premised on the observation that there is no formal initial training aimed at developing a well-suited TVET college lecturer. Even if there were such initial training, trends in industry, for which the students are being prepared, keep changing. Consequently constant and continuous exposure to new ways of doing things is necessary. The researcher recognises the current CPD efforts by TVET colleges to develop skills in their lecturers, so that they may keep abreast with

trends in the workplace. The essence of this research is to investigate the management of this continuous professional development at a chosen TVET college in Mpumalanga. In this research CPD is interpreted as ranging from in-service training leading to formal qualifications, such as diplomas or university degrees, to short workshops organised to expose lecturers to various aspects of their work.

2.3 THE LEARNING ORGANISATION

One way of encouraging staff participation in CPD is for an organisation to create and sustain a culture of learning right across the organisation. Management should create this learning environment and every staff member should be involved. This will transform the organisation into what Senge (1990) refers to as a learning organisation. The various views on the concept of a learning organisation and its perceived benefits to the organisation in question are discussed below.

A learning organisation is defined by Senge (1990) as one in which people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, and where collective aspiration is set free. He further argues that in situations of rapid change, only those organisations that are flexible, adaptive and productive will excel. Organisations need to identify training needs of their staff and *"…discover how to tap people's commitment and capacity to learn at all levels*" (Senge 1990: 04).

Senge's ideas are relevant to the TVET college sector because of ever-changing technologies or trends in industry. So for the sector to remain relevant it must make sure that it imparts the latest knowledge and skills to its students. In order to do this, lecturers must be constantly engaged in suitable CPD programmes, as identified by management. In other words lecturers must constantly align their knowledge and skills to respond to the ever-changing work environment.

Senge (1990) views systems thinking as the cornerstone of the learning organisation. In his theory, Senge (1990) maintains that a learning organisation should guard against implementing short-term solutions while ignoring long-term consequences of decisions. He gives an example of marketing, where cutting an advertising budget can have immediate cost saving effects, but may have serious consequences for the long-term viability of the organisation concerned.

Merely looking for rapid expansion of enrolments in TVET colleges without attending to resources, human capital and relevance, is according to Mtwesi (2017) a recipe for failure. Mtwesi backs up this assertion by noting that the government had allocated only 18% of its budget to post-school learning in TVET colleges. This under-funding of the TVET sector had also been noted by (DHET, 2015) in the *Strategic Plan 2015/16 – 2019/20* as contributing to the weakness of the TVET sector. The strategic plan also shows that of the amount allocated to TVET colleges, 93% goes to salaries, leaving colleges with 7% of the budget for all other expenses. This might explain the general tendency to leave staff developmental issues to be initiated and paid for by the individual lecturer concerned.

In an analysis of funding of TVET colleges, DHET (2016A) shows a progressive budgetary shortfall for TVET colleges from 2013 to 2017, with the shortfall for 2017 standing at an alarming 47%. This means that TVET colleges have very little money and they have to apply low-cost strategies that could easily mean cutting on CPD costs. These low-cost strategies might achieve the immediate short-term goal of saving money, but as Senge (1990) pointed out, there are long-term consequences. In this case Mtwesi (2017) has highlighted low certification rates. Graduates from TVET colleges might also be ill-equipped for the world of work.

Organisational learning (OL) should focus attention on the different levels of learning, storing of knowledge and its use in the organisation (Ortenblad, 2004). He continues to say that learning at work should emphasise the importance of on-the-job learning and knowledge that are context dependent. Context dependent or work related knowledge and skills would be important for TVET college lecturers as they first need these skills themselves before they can impart them to their students. The TVET college curriculum is broad and technology is constantly changing, therefore lecturers need to keep abreast of these changes.

Ortenblad (2011) says that OL should focus not only on individual learning but also on the sharing of knowledge that takes place among members of an organisation. In other words, emphasis is put on collective learning in the organisation. Interpreted in this way, in a college that is a learning organisation the sharing of acquired knowledge and skills would be emphasised, with much benefit for the whole institution.

Doos and Wilhelmson (2011) say that collective and organisational learning becomes a powerful movement in an organisation because members then act together and learn more by drawing on other people's experiences. In the context of the current study, it would be a waste for individual lecturers to be engaged in CPD programmes that only benefit the particular lecturer concerned. Instead this participation should rather ultimately benefit other individuals and the whole organisation.

According to Retna and Ng (2016) when OL is applied in the school context, it is referred to as a learning school. They say that in a learning school everyone is a learner, not only the students, but also teachers, leaders and administrators. The idea of a learning school can be extended to the TVET college sector where the college becomes a learning college, where the culture of learning is inculcated in all people in the organisation.

Meyer (2017) describes a learning organisation as one that is *"…so people-orientated that needs of the people are continuously identified and strategies developed to integrate these needs with organisational goals"*. This is different from traditional organisations that placed organisational goals above the employees' professional growth needs. Meyer (2017) also says that a learning organisation has an organisational culture where employee pride is nurtured. This leads to job satisfaction and therefore employee commitment.

Sharma (2017) identifies five traits of learning organisations one of which is knowledge sharing or team learning. Sharma gives an example of an online training platform where peers can share knowledge and everyone benefits expertise and skill sets of the group. In this research I asked participants whether there was such a platform that enabled team learning.

Pelster, Haims, Stempel and van der Vyver (2016) say that organisations are adopting new mind-sets and are fundamentally rethinking what "learning" and "development" mean in the context of their organisation. They say that learning is seen as *"…a continuous process, not an episodic event, and as a company-wide responsibility, not one confined to HR"* (Pelster et al., 2016). In this research I sought to find out how often CPD is done and on who is responsible for drafting and implementing a CPD programme.

Considering the arguments given above, a TVET college that is committed to ensuring the continuous professional development of its lecturers would become, in effect, a learning organisation. A culture of continuous professional development would be visible in such an organisation, and this would be reflected in the policies of the organisation. Therefore at TVET colleges there should be structures in place to ensure that a purposeful CPD programme is implemented.

CPD and a learning organisation are related concepts because when an organisation commits itself to a sustained programme of CPD it can be described as a learning organisation. This learning organisation should be managed, starting from senior management of the college and cascading right down to individual campus managers. This research will investigate how CPD is managed at the chosen college and at which management level it is managed. Focus group interviews should expose lecturers' underlying perceptions about CPD at the college through a free flow discussion. This will lead the researcher to evaluate whether the college under investigation is indeed a learning organisation or not.

2.4 TVET COLLEGES AS LEARNING ORGANISATIONS

Kelly, Luke and Green (2008) cited in Moloi (2010) say that a learning organisation implies knowledge management. This calls for a school to develop a deep capacity among all staff members; they should be at the forefront of knowledge and skills in learning and teaching, and those that support of learning and teaching. Retna and Ng (2016) note that although the LO concept emanated from, and was initially intended for, business contexts, it has subsequently been extended to educational organisations as well. In this light, TVET colleges could ideally also be viewed as LOs where lecturers in the organisation pursue learning not simply for personal development, but where such learning is of benefit to the whole organisation.

Saadat and Saadat (2016) say that the aim of learning is not only to enhance employee's knowledge and skills, but also to develop and grow the organisation; thereby building a flexible dynamic learning organisation. TVET colleges in South Africa have to offer a wide and ever-changing curriculum. There is a need for lecturers to constantly realign their qualifications and work-based experiences in order to keep up with these curriculum changes. However, any new skills and

experiences acquired by the lecturers should not just be for their personal growth, but these should be shared with all other colleagues to the benefit of the whole college.

Considering the budgetary concerns in the TVET sector discussed above in Section 2.3, it might not be feasible to engage all employees in CPD programmes. However, those staff members selected for CPD should share the acquired knowledge and skills with lecturers who were unable to attend. Individual campuses could decide how the sharing of these skills should be managed. For instance, lecturers could give oral or written feedback to their peers or mentor new lecturers with little experience.

According to OECD-UNICEF (2016) a learning organisation must promote team learning and collaboration among all staff. In other words, learning is seen as a team effort that benefits all team members. This implies that, although lecturers might be engaged in subject specific CPD programmes, they are in fact all working towards excelling as one team. This also implies sharing of learnt knowledge and skills to other team members. The aim of TVET colleges should be to impart relevant and current knowledge and skills to students. The graduates of TVET colleges should be able, on graduation, to function in the work place with minimum induction.

OECD-UNICEF (2016) discusses key components of the professional life cycle. The life cycle starts with formal or informal induction of new lecturers followed by the mentoring phase. This mentoring phase is very important at TVET colleges because it is where experienced lecturers would pass on essential knowledge and skills to newer lecturers. This phase is very important because it means learnt knowledge and skills remain in the organisation; thereby preserving institutional knowledge. Without such passing on of knowledge and skills, it would be expensive and time-consuming for an organisation to train its new staff members, only to lose that knowledge if and when they leave the organisation. Knowledge sharing is very important for the sustained and continued development of the organisation.

OECD-UNICEF (2016: 04) say that team learning occurs when *"…staff learn to work together and learn collectively – face-to-face and/or using ICT – with peer networking playing an important role in enhancing teacher and school leader professionalism."* This implies that lecturers will have to share learnt knowledge and use it for the general good of the college or campus concerned. The opposite of team learning would be individual learning, which does not benefit the college as a whole.

It should therefore be the responsibility of management to make sure that acquired knowledge and skills are cascaded down to all lecturers. Lecturers who undergo training workshops should give feedback to those who did not attend so that the information is not just used by one person. Those that attend more extensive and more formal training should be used in the organisation as mentors for less experienced colleagues.

By way of an example, if certain lecturers attend a workshop about setting assessments, it is expected that they in turn, on their return, pass that information to those who would not have attended. It would be a shame if a computer laboratory failed to function just because an IT specialist who knows how to trouble shoot and program the computers is absent on a particular day. One of the aims of a CPD programme should be to guard against temporary dysfunctions of an organisation because certain experts are not there. Instead, through information sharing, a spirit of teamwork is fostered and the college becomes a true learning organisation. CPD is a sustainable way of inculcating a spirit of continued learning in college lecturers. Whilst most times colleagues learn because they feel the need to learn, it is the management's duty to see that the areas of study are related to the job.

OECD-UNICEF (2016) says that continuous professional learning should connect work-based learning and external expertise. This applies in the context of TVET colleges because learning should be related to trends in industry. So a useful CPD programme should link what individual lecturers would have learnt at the college to expertise gained from industry for which lecturers are training students. Such learning must be relevant and current, and aligned to trends in industry, for which students are being trained. TVET college graduates should possess the requisite skills and knowledge when they graduate into industry. If, once they are in the workplace they needed further training, or retraining that would negate the value of

TVET colleges.

This research investigated whether the management of the CPD programme at the college under investigation provides for sharing of knowledge and skills amongst members. The researcher sought to find out how these CPD programmes help members in the organisation to work more effectively as a team. The researcher sought to find out who decides on a CPD area in the organisation and if such a programme imparted relevant work-related knowledge and skills to the participants. The researcher also investigated whether the chosen CPD programme actually incorporates expertise from industry.

2.5 THE CONTINUING PROFESSIONAL DEVELOPMENT (CPD) OF STAFF IN TVET COLLEGES

The *International Association of Community and Further Education Colleges* (IAC) held its 7th Pan-African conference on TVET and FET colleges in South Africa in October 2016 (IAC, 2016). The conference ran under the theme entitled: `*Re-framing TVET colleges as 21st century learning organisations*'. In his keynote address, Chris Jones, noted that the world of work is changing very fast and this inevitably impacts on the training needs of TVET colleges. He also noted that effective skills development policies and initiatives need to evolve and keep abreast with the changes in the workplace. In another presentation during the same conference, Dr Naidoo agreed with this thought as she said that TVET college thinking should keep pace with current trends in the world of work (IAC, 2016).

In view of the need shown above for continued refreshing of knowledge and skills, no amount of initial training would be sufficient to equip the college lecturer with all the knowledge and skills he would need to be effective. The world of work, for which he is training students, is not stagnant but in a constant state of change as new technologies are embraced. This, therefore, calls for a robust CPD programme that will fill the skills gap caused by the ever changing technology in industry. For any sustained CPD programme to work in an institution, it has to be valued by the lecturers concerned and believed in by its management. In other words, a sustained spirit of continuous learning should be encouraged in the organisation. The college must be a learning organisation with all members willing participants in the exercise.

CPD might be considered costly to the organisation but it has long-term benefits. An organisation might think they are implementing a low-cost strategy by cutting back on funding for training their staff, but the full implication of the decision would be felt only later. The consequences would often be manifest in poor performance of lecturers, which would then cascades down to poor pass rates for students. This study sought to find out the source of funding for CPD programmes at the TVET college under scrutiny. Of concern is not so much any formal training voluntarily undertaken by the staff members, but rather organised workshops and training sessions at the college.

Senge's ideas on organisational learning were described briefly in Section 2.3. Central to his theory is the concept of personal mastery. Senge argues that organisations learn through individuals who learn. He further adds that people with a high level of personal mastery live in a continual learning mode, because they are acutely aware of their own ignorance, incompetence and growth areas (Senge 1990). In this study, the researcher sought to find out staff members' willingness to engage in CPD programmes. The researcher sought to find out staff members' views on the benefits of CPD. As can be seen from the personal mastery theory, organisational learning starts with the motivation for individual members of staff to learn from each other or from those with greater expertise.

Garvin, Edmondson and Gino (2008) talk of a learning organisation as one that has a supportive learning environment, concrete learning processes and practices, and one that has leadership that reinforces learning. If the college is to be seen as a learning organisation, then, in order to encourage and foster a general spirit of continuous learning amongst everyone, staff members should be encouraged to engage in concrete CPD learning processes and practices, and their efforts should be recognised.

The role of management is pivotal in achieving a learning organisation in TVET colleges. From the arguments presented above it is evident that management should be actively involved in the planning of CPD programmes, and should encourage and reinforce participation. In this way management would create and sustain a culture of learning in the organisation, with considerable benefit for the whole organisation

because skills and knowledge gained thereby would enhance effective teaching and learning.

Gill (2013) says that managers have to understand that learning is the modus operandi for all high performance organisations. He adds that managers should not consider promoting learning in an organisation as an addition to their job, but rather realise that it is their job. He says that learning should not just be simply relegated to the human resources department but all managers *"…must support and facilitate just-in-time learning that is responsive to emerging needs."* (Gill 2013: 01)

Just-in-time learning means that managers should identify needs that emerge and organise training as and when needed. This is implies an active process of constantly analysing needs, identifying suitable training institutions and identifying the candidates to be trained. Training should not be postponed to when funds are made available or when the next class starts, but instead should be on-going and driven by needs driven by the ever changing work environment. TVET colleges should impart to their students the knowledge and skills that are current so that their graduates are well equipped for the workplace.

There are always barriers to making learning part of everyone's work. As Gill (2013: 03) says, *"Managers don't recognise and reward employees for learning new skills. Creativity and innovation are discouraged; leaders cling to the status quo"* This means that lecturers could be discouraged from acquiring new skills if they feel there are no incentives or benefits from doing so. Gill (2016) notes that managers who do not put learning at the centre of their organisations render their organisations non-efficient and non-competitive. Accordingly, this research will also investigate what incentives there are for lecturers to acquire new skills, which would thereby encourage a spirit of organisational learning. In investigating whether CPD is given priority at the college under study, the researcher will look for evidence in the number of CPD programmes organised over a given time period and the budget allocation for such programmes.

Gill (2016) goes ahead to highlight 10 principles that make up the DNA of organisational learning. He says that leaders should support and take responsibility for employee learning. The organisation, from the onset, must employ people who

demonstrate that they are learners. The organisation must encourage learning that will benefit the organisation and a culture of learning should be established and encouraged. In other words people in the organisation must have a growth mind-set.

The organisation should go ahead and facilitate learning and employees should be encouraged to take risks and experiment. Employees' efforts should be reinforced by giving them more responsibilities, issuing statements of appreciation and respect, allocating money and or perks. Employees should however not be punished for trying out something that does not work but rather should be encouraged to try something else until it works (Gill, 2016).

The old mantra of putting customers first has been questioned by Bawany (2016:01) when he says that *"…steady, long-term competitiveness requires an organisation to be committed to putting employees first and developing quality training programs that are linked to its strategic objectives."* He argues that organisational success can only be a reality if management made a commitment to producing quality employees. He believes that CEOs should take up the responsibility and *"…set the tone early on that their organisation values on-going, continuous professional development as a means to meet employees' future or aspirational goals"* (Bawany, 2016:02).

The first step in creating a culture of learning in an organisation starts with the leaders. This, according to Nabong (2015), is because they are expected to reinforce training initiatives and be supportive of learning initiatives. Nabong believes leaders can do this by *"…formalising training and development plans, giving recognition to learning, giving feedback on learning, rewarding learning by promoting from within and finally developing knowledge and information sharing"* (Nabong, 2015: 02-03).

In the context of TVET colleges this means that the college principal, formerly known as the CEO, must play an active role in ensuring that lecturers are developed professionally in the interest of the whole college. The assumption is that such development will reflect in the results of their teaching. The learning culture in an organisation must be initiated by the principal and individual lecturers must want to take part in planned or self-chosen CPD programmes because they see the benefits. If lecturers know that learning will earn them more money through promotions, then

the whole staff complement would likely compete to acquire the new skills and knowledge.

In the light of the discussion given above, at a TVET college management should involve not only the human resources department or campus managers but also include senior management of the college starting with the college principal. The principal should actively manage the involvement of staff members in continuous professional development. The principal must be supportive, encouraging and lead by example. This implies that the college draws up a CPD programme that should be implemented and monitored by the college principal through all lines of authority at the college. It means, therefore, that if college principals are not involved then organisational learning initiatives will not be successful.

In the United Kingdom, the National College for Teaching and Leadership recommends that a well-managed CPD programme would be one for which responsibility is shared across the school. They say that mangers of a successful CPD programme should ensure performance management takes place, investigate opportunities for professional learning and set the budget for professional learning. They go on to identify the players in a CPD programme as including senior leaders including the school governing body, CPD leadership, area or subject leader, support staff and the individual teachers (National College, 2014). So the National College goes further than the CEO involvement advised by Bawany (2016) above. They also include lower management structures down to individuals as contributing to a well-managed CDP programme.

The model for shared responsibility for a CPD programme can also be reflected in a TVET college set up. Senior management would refer to the college principal and the Deputy Principal, Academic Affairs. The CPD leader would refer to the Curriculum Manager working with Campus Managers whilst the area or subject leader would refer to the Head of Department (HOD). Support staff would be the education specialists (ES), who must manage performance development, carry out needs analyses and recommend skills development programmes to senior management. Finally, the individual lecturer must also manage his or her own CPD, by consciously self-evaluating or auditing his or her own skills and taking part in performance management and development.

Everyone in the organisation needs to play their part in order for the CPD programme to be successful. Whilst the National College focussed attention on schools, their ideas can be applied to the TVET college sector, as shown above. The table below sums up how I think a good CPD programme should be managed if all levels of management are involved. Although staff at each college can organise their own management structures according to their needs, it is essential to have some sort of management for a CPD programme.

Table 2.1: Responsibility for CPD shared across the college. *Adapted from the National College (2014)*

WHO	RESPONSIBILITY
College Principal and Deputy Principal, Academic Affairs	• Approve CPD policy and strategy • Approve CPD budget for the college • Monitor and evaluate performance on each campus
Curriculum Manager and Campus Managers	• Develop CPD policy and plan • Co-ordinate skills and other audits • Finalise CPD budget for the college
HOD	• Monitor and evaluate performance in subject area. • Devise subject development plans
ES	• Manage performance development • Carry out skills audits
Lecturer	• Engage in relevant self-evaluation or skills audit. • Take part in performance management and development.

I have outlined above how I think a successful CPD programme can be managed at a TVET college. However, this research will investigate firstly whether the college under study does has a CPD programme and, if so, how it is managed. The research will seek to find out the players involved CDP management and their roles in ensuring CPD is well managed. The research will also find out how often skills audits or needs analyses are carried out. The researcher will also pay attention to the relevance of the CPD programmes proposed for lecturers.

2.6 VOCATIONAL TRAINING AND SKILLS DEVELOPMENT IN TVET COLLEGES

Vocational training can be viewed as that training used to prepare one for a trade or craft. The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* defines technical and vocational education as a

> "…*comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social life*" (DHET, 2013:03).

Of note in the definition above is that vocational education involves training for particular occupations. Students at TVET colleges are thus being prepared for the world of work as work-related skills and knowledge are passed down to them. The TVET college sector offers many vocational subjects. At the TVET college under investigation, each campus has two departments namely the engineering and the business studies departments. The engineering department includes subjects in civil, mechatronics, mechanical, auto-electrical and the electrical engineering. In business studies there are vocational subjects such as office administration, management, marketing and finance. The college also offers studies in primary health care and hospitality which fall under the Engineering department.

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* stipulates that technical and vocational education and training "…*play a pivotal role in developing a knowledgeable and skilled citizenry who are able to contribute effectively to the social and economic development of the country*" (DHET, 2013:03). Thus, TVET college graduates should have not only mastery of theory but also be able to combine this with work-related skills. In this way, upon graduation, they fit well into the workplace. To have appropriately trained graduates, it goes without saying that TVET colleges need appropriately trained and equipped lecturers. These lecturers should have up-to-date knowledge and skills to impart to students. These lecturers need to keep abreast of the ever-changing trends in industry.

The difference between a vocation and a skill is that a vocation involves a series of skills that lead to an occupation. Civil engineering is a vocation, based on many skills, including, among others, carpentry, plumbing, bricklaying, masonry and roofing. The TVET college in this study has Skills Centres where students are taught practical skills such as welding, brick laying and plumbing. Here, some students who may not be interested in studying a whole vocation are accommodated. For instance, a student many be interested only in certain skills such as welding instead of studying the whole of electrical engineering.

Skills development is essential in the sense that students with those skills may be self-employed. A graduate of a skills academy can realistically put their skills into practice immediately after graduating and start earning a living, without having to wait to be employed. A graduate equipped with welding skills can start up a small business making, for instance, sliding gates or window frames for sale. This graduate can also be contracted by large companies to perform welding duties.

According to ETDP SETA (2012) TVET colleges are seen as a main component of the *South African National Development Strategy*. There is therefore a strong correlation between, on the one hand, vocational and skills development and, on the other hand, economic development. While some university graduates have only theory and little or no practical, work-based experience, TVET college education attempts to solve the problem of un-employability by developing skills. An economy with skilled individuals would prosper more than one where the skills gap is large and the country would have to constantly outsource skills from other countries.

Because of the nature of TVET colleges, it is essential to have "…*appropriately qualified and competent lecturers who understand and have expertise in both the academic and work-related dimensions of TVET*…" (DHET 2013: 03) It is of paramount importance that TVET colleges employ appropriately qualified lecturers and continually develop them in order for them to be able to impart the much needed skills to their students.

If one considers the arguments above, one can see the economic importance of TVET colleges and their contribution to reducing the skills gap. They do this by developing employable graduates who are adept in much needed industrial skills. Skills development has an obvious knock-on effect for economic prosperity and growth. However, in the workplace, new trends come in and old ones fade away. This then necessitates constant curriculum changes or adaptations so that the skills and knowledge imparted at TVET colleges are not out-dated. With every curriculum adaptation there should also be lecturer training so that they keep abreast of these new trends.

A college that is committed to developing students with current knowledge and skills must equally commit itself to the continuous professional development of its teaching staff. Such a college would commit itself to having a robust CPD programme that addresses emerging needs. This research sought to find out how the college under study manages its CPD programme. Attention was paid on the quality of the CPD programme and how up-to-date the programme is.

2.7 LEARNING THEORIES IN CONTINUOUS PROFESSIONAL DEVELOPMENT

Continuous professional development can be explained in terms of various learning theories, as discussed in the sections below. Zuber-Skerritt (1992:92) believes that each person has an "…*implicit model of learning which guides his or her behaviour as an adult learner or teacher*." He further argues that each model is based on an underlying epistemology, which is intimately linked to one or more general education theories concerning the nature and development of human kind. Understanding how members in an organisation learn should influence the drawing up and managing of a sustainable CPD programme by management.

2.7.1 The Behaviourist theory

According to Woolfolk (2012), behaviourist theorists believe in scientific enquiry into human behaviour by means of observation and experiment leading to laws and derivative principles of learning and teaching. She further says that in behaviourist terms, the outcome of learning must be an observable change in behaviour and that behaviour emphasises the effects on the individual of external events. CPD can, therefore, be seen as an external intervention or event that must bring about a

positive and observable change in the individual.

In his master's dissertation, Matshaya (2016) concluded that a person who has undergone professional development must exhibit a change in the way they carry out their tasks. An example could be lecturers who have participated in CPD programmes from which they improve the way they deliver their lectures, to the benefit of the students concerned and therefore the institution's performance. The dynamic nature of the TVET sector demands new programmes that require new skills from lecturers. CPD should keep lecturers abreast of current work-related trends.

Worldwide, education institutions are challenged by rapidly changing socioeconomic environments, which Steyn and van Niekerk (2013) say leads the need for teachers to engage in CPD programmes. The TVET college where the study will be carried out has a partnership deal with the Samsung Company, where students are involved in designing and manufacturing of Samsung products, from fridges to cell phones. Although the college itself offers neither refrigeration nor electronic engineering, I believe that the deal with Samsung is a step in the right direction where industry is involved in the training of students.

The behaviourist theory therefore emphasises that there should be observable change in lecturers' conduct after their participation in a CPD programme. This implies that the learnt skills should be applied by those who benefitted from the CPD programme. Lecturers who would not or could not take part in these programmes should observe and copy such good practices. This can be done through class visits where less experienced lecturers acquire new skills by observing more experienced lecturers.

2.7.2 The Cognitivist theory

Cognitivists believe that humans are active information processors so according to Woolfolk (2012) people actively choose, practise, pay attention, ignore, reflect and make decisions as they pursue goals. This active participation, according to Woolfolk (2012), means they are not passively influenced by environmental events. Learning can thus be viewed as an active mental process of acquiring, remembering and using knowledge.

In this regard, Steyn and van Niekerk (2013) believe that for a CPD programme to be effective the individual educator must first realise the need for further self-development. CPD programmes should not simply be imposed on the lecturers concerned but the need for them must originate from the lecturers concerned. Consequently, in this study, the researcher sought to find out if CPD programs are compulsory for the lecturers concerned or whether lecturers are willing participants in their own skills development.

2.7.3 The Social Cognitive theory

The social cognitive theory views human beings as self-directed agents who make choices and marshal resources to reach goals (Woolfolk 2010). Woolfolk (2012:399) model that explains the social cognitive theory is called Triarchic reciprocal causality which is the "…*dynamic interplay among three kinds of influences: personal, environmental and behavioural*." It is depicted below in Figure 2.1.

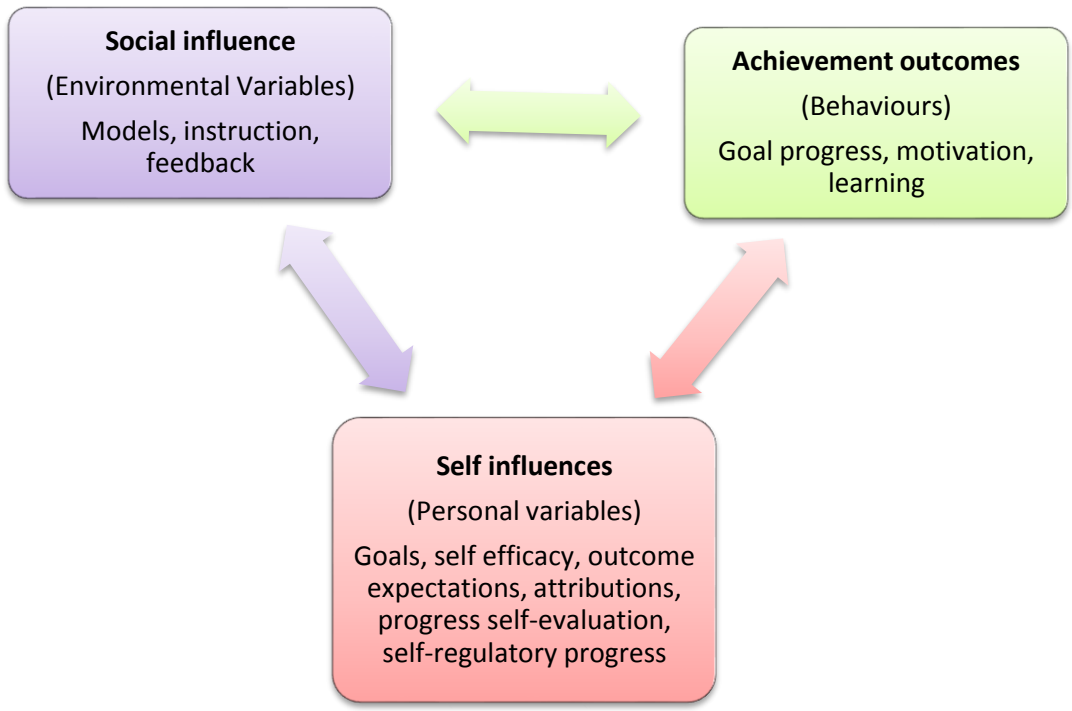

Figure 2.1: Woolfolk's model of Triarchic Reciprocal Causality *(Source: Woolfolk, 2012:399)*

Figure 2.1 above shows the mutual interaction between influences that are social (environmental factors), achievement (behavioural factors) or from the self (personal variables). Environmental factors could include the encouragement to participate in CPD programmes, through perceived rewards or observing changed behaviour of those who have participated in CPD. This then influences personal attributes such as setting new goals for oneself and self-regulation. All this leads to the decision to participate in CPD, which is the observable behaviour (Woolfolk 2012).

In this study, the researcher sought to find out if there are social influences that encourage lecturers to engage in CPD programmes, which would allow them to gain the invaluable skills they need to perform their duties more efficiently. The researcher sought to find out whether lecturers are aware of the various CPD programmes that they can engage in, whether there is any funding for such programmes, and whether there is any form of remuneration or incentive for participation. The study also found out the impact of peer influence in CPD programmes.

2.8 CPD PROGRAMS AT TVET COLLEGS IN THE EUROPEAN CONTEXT

TVET colleges are found the world over, and they experience many challenges that are common those experienced in South Africa. Because South Africa is considered to be a developing country and European countries are viewed as developed countries, there may be something to be learnt from systems that might be “better developed”. Of particular interest to the researcher was how the TVET sector was managed in different countries in order to develop a national skills base.

The major stumbling block across many countries appears to be the issue of inadequate initial training of college lecturers, which necessitates CPD to equip these lecturers with the requisite skills and knowledge that they should then impart the knowledge to their students. The researcher looked at how these countries handle CPD programmes for their lecturers or teachers. Such experiences may be emulated as we try to develop our own TVET sector.

Policies on teachers' continuing professional development were discussed among peers from 11 member states of the European Union. The report on the discussion by Caena (2013) indicates that the delegates agreed that CPD approaches that were demonstrably linked to effectiveness include collaborative enquiry, coaching and mentoring, networks, structured dialogue and group work. In other words, CPD is viewed in Europe as the acquisition of those work-related skills and attitudes that do not necessarily lead to formal qualifications.

It was, however, noted in the discussion that, in most member states, teachers' needs for CPD usually exceed provision and that many teachers do not take part in CPD; either because of conflicts with their work schedules or because of the lack of suitable CPD programmes (Caena, 2013). This study uncovered reasons the TVET college lecturers under study have for not participating in CPD programmes. It was also interesting to note the relationship between supply of and demand for CPD programmes in the TVET college under study.

Caena (2013) also indicates that delegates agreed that from a systematic perspective, personalised, structured, collaborative, classroom-based, and research-based CPD approaches should start with an initial needs analysis. So, for a CPD programme to be effective it has to arise from and address observed needs of the educators concerned. This means that there should be a deliberate and formal system of needs identification by the organisation concerned. In South Africa, the Integrated Quality Management System (IQMS) is designed to identify and address CPD training needs. The research sought to find out if the college under study does have its own needs analysis instrument and how this is administered.

At the end of her report, Caena (2013) summarises the lessons delegates took back home to improve their state's CPD policies. For instance, each country had to ensure that their individual policies stated unequivocally who has the overall responsibility for ensuring that educators' real, and not supposed needs, were addressed. So the roles and responsibilities of different people involved in CPD provision should be well defined.

Addressing real needs then fosters ownership of and urgency for their own professional development. As set out by Caena (2013: 07), other imperatives for governments are as follows:

- introduce competencies framework for educators and managers to serve as a reference framework in assessing teachers' needs;
- develop a system to monitor the impact of CPD;
- use portfolios through which teachers can show evidence of their competencies;
- introduce wider variety of types of CPD and encourage more school-based CPD, and
- help school leaders with the task of encouraging teachers to engage in professional learning and with practical aspects of CPD management.

Caena (2013: 15) reports the delegates' view that a good CPD policy must aim to:

- stimulate the active engagement of teaching staff in continuous learning through opportunities, incentives and requirements;
- be based upon feedback to teachers and the assessment of their competence development throughout their careers, and
- provide relevant, career-long opportunities for teaching staff to acquire and enhance the competences they need.

Research results indicating that professional development ought to address needs across all levels – the personal, institutional, national system and professional were also noted by Caena (2013). Figure, 2.2 below is an adaptation of the pyramid of teacher professional development as presented in the report.

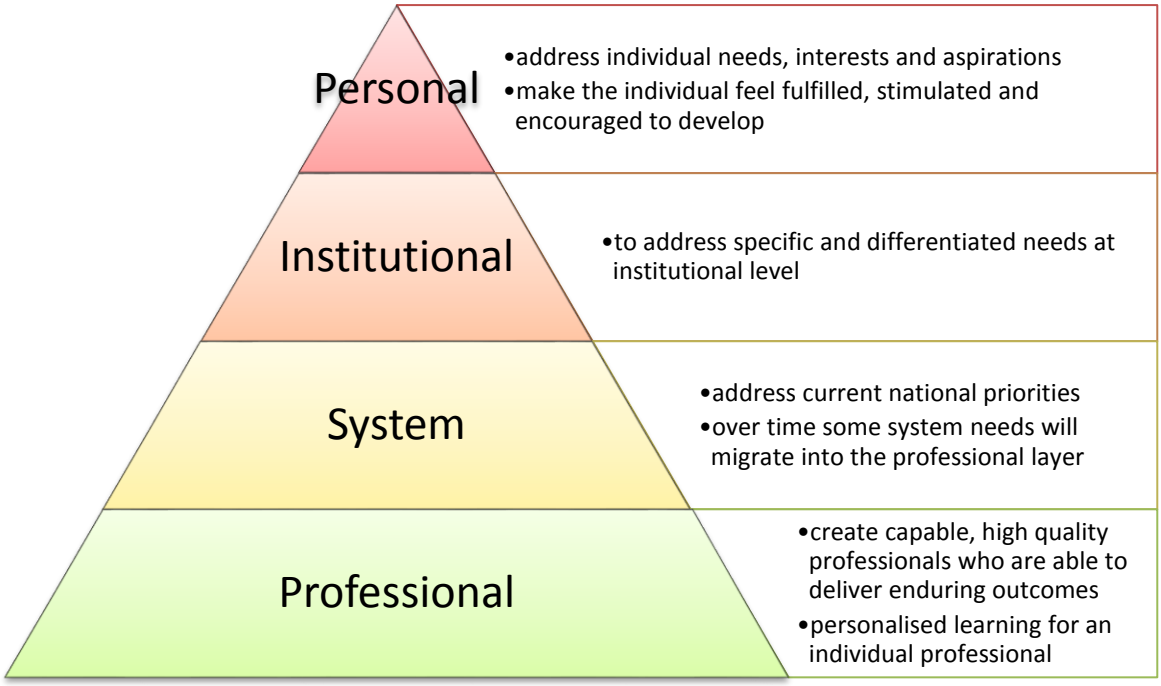

Figure 2.2: OECD TALIS 2009 in Caena (2013: 16)

In this study, the researcher went about to find out which types of CPD programmes are offered to the lecturers at the TVET college under study and why.

Many lessons for TVET colleges in South Africa can be drawn from the European Commission delegates' discussion. Of particular note is the seriousness with which the topic of CPD is regarded and the concerted effort to regularise it in European states. It is clear from the discussion above that CPD is not simply left to the staff member concerned, but is institution and policy driven for the general benefit of the education sector. Managers have clearly defined roles in needs analysis and in finding innovative ways of encouraging staff members to participate in CPD. Finally, a successful CPD programme should address actual needs of the staff members concerned rather than their supposed needs.

In this study, the researcher sought to find out if CPD is regarded with equal importance as in the European context above. The researcher will also investigate the role of management in CPD and how lecturers are encouraged to engage in learning. The researcher was also be interested in finding out if CPD management is centralised or de-centralised at the college under study. That means finding out if it is directly managed form the head office, or whether each campus is allowed to run its own CPD programme.

2.9 STRATEGIES TO MANAGE CPD IN TVET COLLEGES

An effective CPD programme requires, prior to its implementation, a needs analysis and setting of standards. The following sections discuss the two concepts.

2.9.1 Needs analysis

CPD programmes in TVET colleges should be preceded by needs assessment for the participants, particularly, their training needs. According to Brown, training needs assessment is defined as "…*an on-going process of gathering data to determine what training needs exist so that training can be developed to help the organisation accomplish its objectives*." (Brown cited in Mgijima 2014: 362). Mgijima suggests that such an assessment should lead to there being a "…*well-developed and accessible database on [these] professional development needs*…" (Mgijima 2014: 368).

Steyn and van Niekerk (2012) propose a similar needs assessment survey, which should then lead to drawing up a priority list of needs within the institution. They also propose that staff developmental needs may be identified in staff meetings, informal discussions with educators, focus group discussions, questionnaires, educator observations, staff appraisal and learner surveys (Steyn & van Niekerk 2013).

Thus, an ideal situation would be for colleges to carry out a needs analysis for the professional development of their lecturers. CPD programs then should be meaningful to the lecturers concerned as they provide them with skills and knowledge. It is assumed that if CPD emanates from a need, then participation in CPD would be voluntary as lecturers would see the need for them to acquire the appropriate skills.

2.9.2 Setting standards

After a needs analysis, TVET college managers need to set standards against which actual performance will be measured. In cases where actual performance is at variance with set standards then corrective action should be instituted. In terms of standards, well-developed CPD programmes should, according to Mgijima (2014: 368), have the following characteristics:

- They should be regulated and structured;
- They should be centrally co-ordinated with programmes offered by higher education institutions or by accredited private training institutions; and
- They should be mostly credit-bearing courses or modules that lead to approved formal qualifications. However, innovative CPD programmes such as residential, distance learning, on-the-job training or twinning colleges with industry, could also be used.

Furthermore a college, in its strategic plan, can decide the basic minimum requirement for its lecturers in terms of CPD programmes. This could be managed either by the campus managers at the different campuses or centrally by the college human resources department. For example a college could decide that all lecturers should engage in some industry-based work experience for a stipulated number of hours per year. This would go a long way towards ensuring that lecturers are kept abreast with trends in industry.

Nevertheless, standards are not fixed. In this regard, Steyn and van Niekerk (2013: 51) note that "…*the goals and objectives of professional development programs continually change to meet the changing needs of individual staff members*…" So the CPD standards for the institution will also change depending on the identified training needs of the lecturers in the institution. This means that each campus, depending on the assessed developmental needs, will have to set its own standards.

For a CPD programme to be relevant, an organisation should plan for it. Considering the arguments outlined above, the research will probe how the college under investigation plans for its CPD. The research will determine if a needs analysis is carried out prior to designing and putting into operation a CPD programme. The research will also find out if standards for achievement are set out in the beginning, before the CPD programme is initiated. This is very important because in order to control the CPD process, management needs to compare actual achievement to set standards. Only after doing this can management propose corrective action.

2.10 FUNDING, MOTIVATION AND INCENTIVES FOR CPD PROGRAMS AT TVET COLLEGES

In order to encourage CPD, the college should fund the programme for its lecturers. To this end, there have been various SETA organisations set up for staff developmental needs of lecturers as with workers in other sectors of the economy. According to the Skills Development Act of 1998, some of the functions of a SETA include promoting learning programmes by identifying workplaces for practical work experience, and allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, for education and skills development providers and workers.

Four steps have been identified in the self-development of educators. The first step is the educational managers' responsibility to help staff to identify their own shortcomings and assist them in their personal development (Mosoge, 2008 cited in Steyn & van Niekerk, 2013). Management has the responsibility, therefore, to motivate staff members and encourage them to identify their own training needs and undergo CPD programmes. Furthermore, Yu, Leithwood and Jantzi cited in Steyn and van Niekerk (2013) say that managers must offer intellectual stimulation to their members of staff.

In order to rollout the most successful and lasting training initiatives, according to Bawany (2016), senior management should go beyond the typical rhetoric of mission or vision statements to also demonstrate high levels of active involvement and sponsorship. In this way Bawany maintains that the leader truly *"…becomes a visionary, sponsor, governor, participant and representative for the training functions…"* (Bawany 2016:02). Accordingly, senior management in TVET colleges cannot themselves be expected to sponsor learning for all staff members but can steer the vision and set aside a budget for training and development needs.

Three purposes of CPD have been identified by Mosoge (cited in Steyn and van Niekerk, 2013); namely, talent development, career advancement and institutional development. If educators improve their skills and this leads to career advancement, participation in the CPD becomes its own incentive. For example, if CPD is linked to promotions at work, then most lecturers will be interested in participating. However, if

there are no benefits associated with a CPD programme, lecturers might not see the need to engage with it.

Human resource development, according to Prinsloo (in Van Deventer and Kruger, 2012) says that in general results in increased responsibility, meaningful work and creates in the educator concerned a sense of belonging and self-worth.

Besides the motivation of staff members, the management of any programme also has financial implications. In this research I will find out how the college funds CPD programmes; in particular, whether there is a budget allocated each year and what budget allocation strategies the college uses. The research sought to find out how staff members are motivated to participate in terms of incentives offered by the college.

2.11 THE ASSESSMENT OF CPD PROGRAMS AT TVET INSITUTIONS

Evaluation is a critical and integral part of professional development. So, as explained by Steyn and van Niekerk (2013), after a CPD programme, it is important to determine whether the programme achieved its intended objectives. In this regard, Mosoge (cited in Steyn and van Niekerk 2013:55) identified four levels at which the evaluation of a professional development programme can be carried out:

- Level 1: Satisfaction/Reaction level – it reviews participants' reactions to the programme, the facilitator, activities etc.
- Level 2: Learning level – whether there are observable changes in participants' knowledge, skills and attitudes in practice
- Level 3: Work behaviour level or Application – whether the participants have succeeded in applying knowledge, skills and attitudes in practice and whether there has been any change in work behaviour, and
- Level 4: Institutional level – find out whether there has been any effect and impact on the institution. This can be measured by achievement of goals, improved learner performance, reduced absenteeism, staff turnover and staff job morale.

After organisational learning has taken place, Gill (2016) says that there should be time for reflection on the process by leaders, managers and employees, in order to improve the system for the future. This is essentially a time to evaluate and control the CPD process. Actual performance or achievement is compared to set standards and corrective action is taken where a wide gap exists between the two.

In this study, I also investigated whether evaluation is done after a CPD programme. After evaluation, management can decide whether the CPD programme was beneficial, not only for the individual concerned but also for the institution at large. Sometimes it is impossible to send everyone to a workshop because teaching staff cannot be released from teaching duties. The researcher sought to find out whether lecturers who have undergone CPD give feedback to other lecturers who could not attend the training session.

2.12 CONCLUSION

This chapter has discussed the nature of TVET education and also some theories related to CPD programmes. The chapter presented views from various authors about various aspects of CPD in TVET colleges and schools. The literature study also discussed CPD trends in Europe and discussed some strategies for managing CPD in TVET colleges.

The chapter brought forward arguments that are useful and can be applied to the TVET college sector in South Africa. A useful CPD programme should be relevant therefore it must be preceded by a needs analysis. It must be controlled therefore there is need to set standards for performance. It must be conducted when needed otherwise it might lose its usefulness if there is undue delay before implementing it. Feedback and evaluation must be conducted in order to improve future CPD programmes.

The next chapter will deal with research methodology. The chapter will discuss in detail the research approach, population and sampling, instrumentation and data collection techniques.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter was focussed on the review of literature concerning continuous professional development (CPD) in the field of higher education and training. I focussed attention on CPD programmes at Technical and Vocational Education and Training (TVET) colleges, paying particular attention to South Africa. Various official policies were also reviewed.

In this chapter I discussed the chosen research methodology. I described the qualitative research design with the rationale behind it being chosen for this research. The discussion of research design included details of population selection, qualitative sampling techniques, research instruments, data collection procedures, data analysis and their presentation. Finally I discussed issues around trustworthiness in this qualitative research.

3.2 RESEARCH DESIGN

3.2.1 Introduction

A research design can be defined as (Niewenhuis in Maree, 2016:72):

> *"…a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data-gathering methods to be used and the data-analysis to be done"*

A research design is therefore a detailed description of how and why a research project will be conducted in a certain way. It is determined by the notion of fitness for purpose, which means that the purpose of the research will determine the methodology and the design of the research (Cohen, Manion & Morrison, 2011).

In this research I solicited for the views and opinions of participants as to how CPD is managed at the sampled college. In order to uncover participants' perceptions about CPD issues, qualitative research will be needed; it involves data that is not in numerical. The research involved here calls for an in-depth understanding of this phenomenon, but from the point of view of the participants. Consequently in-depth interviews and focus groups were chosen as data collecting tools. I sampled only those participants whom I judged to be information-rich, which is why I chose a judgment sampling method.

In sub-sections that follow, I discussed my underlying philosophy concerning the interpretation of reality and the research paradigm. I justified why the research paradigm and design were chosen to address the research question, sub-questions, aims and objectives of the research.

3.2.2 The research paradigm and research approach

A research paradigm may be defined as *"…a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view"* Nieuwenhuis in Maree, (2016: 52). As further explained by Shwartz and Ogilvy cited in Maree, (2016), paradigms enable researchers to tell a coherent story by depicting a world that is meaningful and functional but culturally subjective.

This research was conducted in the interpretive paradigm. The interpretive paradigm focuses on the individual and seeks to understand their interpretation of the world around them (Cohen et al., 2011). The researcher agrees with the ontological view that social reality does not exist independent of human conceptions and interpretations. Nieuwenhuis in Maree (2016) also says that there are multiple context-specific realities.

In the context of this research, I assumed that the existence of a CPD programme at the chosen TVET college depended on whether the lecturers were aware of its existence or not, have participated in it and their opinions on whether they think it is well managed or not. I also found out how each campus manages CPD for its academic staff. To illustrate, on paper, the college might prove to have an excellent CPD programme for its staff members, but unless lecturers know about it and think it is well managed, the CPD programme may as well not exist at the college.

The research approach chosen for this study is the qualitative approach. Qualitative research, according to Crossman (2017: 01), can be defined as *"…a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that helps us understand social life through the study of populations or places".* Qualitative research is therefore often contrasted with quantitative research, which is largely viewed as research that makes use of numerical data to identify trends and employs statistical operations to determine causal and correlative relationships between variables (Crossman, 2017).

Qualitative research is also appropriate in the study of problems involve inquiring into the meaning individuals ascribe to social or human phenomena. It involves the collection of data in a natural setting which is sensitive to the people and places under study (Creswell, 2007). Therefore, qualitative research is concerned with understanding human behaviour from the informant's perspective, and it assumes that reality is dynamic and negotiated.

Further to it being characterised as research taking place in natural settings and being context sensitive, as explained by McMillan and Schumacher (2010), qualitative research can also be described as involving direct data collection, generating rich narrative descriptions that reflect participants' perspectives and complexities. This requires thorough understanding of complex data, often through, inductive data analysis. Qualitative data are normally collected through participant observation and interviews (McLeod, 2017). In this research, interviews were carried out among various participants sampled from the TVET College under investigation.

The qualitative approach of this research involved focus group interviews and individual in-depth interviews in order to solicit views of the research participants. Overall, the research drew conclusions on how participants make sense of CPD efforts by their college. In particular, the researcher found out how participants felt about CPD issues at their college and how they thought these issues should be best managed in order to be useful for individual lecturers and the college as a whole.

In the first chapter I explained that individual, in-depth interviews were carried out with seven participants from the college's senior management team and focus group interviews were carried out with eight lecturers from four of the sampled campuses. In both instances, the researcher solicited participants' opinions about issues surrounding CPD of lecturers at the TVET college.

In this research I engaged the participants in in-depth and focus group interviews with a view to gaining deep insights into the management of CPD at the sampled college. I investigated how each campus deals with CPD issues and whether staff members concerned were satisfied with how it was managed. I took note of any discrepancies in CPD implementation across campuses and noted any displeasures and frustrations that staff members may have with their programme. The focus groups also helped me discover how CPD has evolved over the years, as I sampled senior as well as junior members of staff. Finally the focus group interviews solicited participants' views on how they thought CPD could best be managed at the college.

3.2.3 Rationale for choosing the qualitative research design

Qualitative research creates an in-depth understanding of the attitudes, behaviours, interactions, events and social processes that compose life (Crossman, 2017). In the same publication, Crossman goes on to say that qualitative research has the advantage of using methods that are flexible and easily adapted to changes in the research environment and can be conducted with minimal cost.

In this research, I focussed attention on participants' attitudes to CPD and how it was managed at the college. The focus group and in-depth interviews are very flexible because the interviewer can adjust the direction these take according to the participants' responses. This allowed me to uncover underlying sentiments of the participants as far as CPD management was concerned at their college.

Anderson (2010) claims that over the years, qualitative research has been criticised for overusing interviews and focus groups at the expense of other data collection methods. She, however, says that if properly conducted, qualitative research has numerous strengths. The following, according to Anderson (2010: 03), are some of the strengths of qualitative research:

- Issues can be examined in detail and in depth.
- Interviews are not restricted to specific questions and can be guided or redirected by the researcher in real time.
- The research framework and direction can be quickly revised as new information emerges.
- The data based on human experience that are obtained are powerful and sometimes more compelling than quantitative data.
- Subtleties and complexities about the research subjects, the topic or both are discovered that may often be missed by more positivistic enquiries.
- Although findings cannot be generalised to a larger population, they can however be transferable to another similar setting.

In this research a detailed and in-depth understanding of CPD was sought from lecturers and management staff at the TVET college under study. Data collected through interviews, focus groups and document analysis was used to understand whether the college had a CPD programme in place and if so how it was managed. The data was also used to find out individual lecturers' views, feelings and opinions about CPD.

3.2.4 Problem statement

In Chapters 1 and 2 I discussed the inadequate training of TVET college lecturers. I alluded to the apparent lack of appropriate pre-service training for the lecturers, resulting in lecturers who are primarily trained to be teachers and so lack the necessary vocational skills (DHET:2013). In the two preceding chapters I have also noted the ever changing trends in industry and business. This compounds the problem of under- or un-qualified lecturers because they might be passing out-dated knowledge and skills onto their students.

3.2.5 Research question and sub-questions

The problem of inadequate initial training of lecturers noted in section 3.2.4, lead the researcher to surmise that a robust CPD programme is needed to keep lecturers abreast of new knowledge, trends and skills as soon as deficiencies are noted. The researcher's particular focus is on the management of a CPD programme by a college in Mpumalanga.

The research question is as follows:

> **How is the continuous professional development of lecturers managed in a TVET college in Mpumalanga, South Africa?**

The focus of this research therefore is on finding out how managers at the chosen TVET college manage a CPD programme for their lecturing staff.

The main problem as indicated above calls for the researcher to accordingly investigate sub-problems that are implied in the main problem above.

The sub-problems to be investigated lead to the following three research sub-questions;

- Which theories relating to CPD in TVET colleges exist and how do these theories suggest a CPD programme should be managed?
- How does a TVET college in Mpumalanga implement a CPD programme for its lecturing staff?
- Which new strategies can be developed for the effective management of a CPD programme for TVET college lecturers in Mpumalanga province?

3.2.6 Aims of the research

As already indicated in Chapter 1, the main aim of this research is to:

> **Investigate how the continuing professional development of staff is managed at a TVET college in Mpumalanga**.

The sub-aims of the study are to:

- examine which theories exist relating to CPD in TVET colleges and how these theories suggest a CPD programme should be managed;
- investigate how a TVET college in Mpumalanga province implements a CPD programme for its lecturing staff; and
- develop new strategies for effectively managing a CPD programme for TVET college lecturers in Mpumalanga province.

3.3 POPULATION AND SAMPLING

A population can be defined as a group of elements or cases that conform to specific criteria and to which we intend to generalise the results of the research (McMillan & Schumacher, 2010). In this research the population is comprised of lecturers and management staff at TVET colleges in South Africa. From the population, the researcher drew a sample of participants to be interviewed from one TVET college in Mpumalanga. Nieuwenhuis in Maree (2016) says that qualitative research makes use of purposive sampling because members of the sample are chosen with a purpose to represent a group.

Vasileiou, Barnett, Thorpe and Young (2018) say that when thinking about sample size in qualitative research, researchers have to *"…take into account parameters, such as the scope of the study, the nature of the topic (i.e. complexity, accessibility), the quality of data, and the study design".* This means that deciding the size of the sample in qualitative research depends on the study in question. In this research, the fifteen sampled participants are considered to be sufficient to provide the necessary information needed to answer the research question.

The Deputy Chief Executive Officer, the Human Resources Manager and the Curriculum Manager were purposely chosen because they are part of the college's senior management team and should be knowledgeable about the college CPD programme if one exists. They are the best placed personnel to answer questions around CPD and how it is managed at the college. Campus managers will also be purposely sampled because they manage the lecturers and they are best placed to say how they manage CPD at the sampled campuses. They also answered questions regarding whether CPD management is centralised or decentralised, while considering the advantages and disadvantages of each model.

Lecturers were sampled from the four sampled campuses, which will only be referred to as campuses A-D. These campuses were chosen because of their proximity to where the researcher works and also because they have been there for longer than the rest of the other campuses. This helped the researcher to find out how CPD management has evolved in the college over the years. I deliberately sampled senior as well as new lecturers in order to see if the management of CPD has improved or worsened over the years. If the college has a CPD programme the lecturers will know about it because they would be the beneficiaries.

Dworkin (2012) says that generally sample size in qualitative research is smaller compared to quantitative methods because qualitative research is more concerned with garnering an in-depth understanding of a phenomenon and is focussed on meaning. So the sample size is inconsequential, but it is the information gathered that matters. The focus of the research does not lie on how many participants said what but rather on what was said. In qualitative research, information rather than numbers matter.

In this research, a total number of fifteen participants (*n*=15) were sampled. I interviewed four Campus Managers from four different campuses. The aim of these in-depth interviews was to determine how each campus manages CPD. I also interviewed the Deputy Chief Executive Officer (CEO) responsible for academic affairs. I also interviewed the Curriculum Manager and the Human Resources Manager. In total I interviewed seven members of the college's senior management team.

The aim was to find out if the college had a CPD programme for its academic staff members and how this was managed. I also found out whether this programme was guided by some policy from Department of Higher Education and Training (DHET) or whether each college drew up its own CPD programme.

In addition to the seven members of the senior management team, I also sampled eight college lecturers for a focus group interview (7 participants from the senior management team + 8 lecturers = 15 participants). Of the eight lecturers, I sampled two lecturers from each of the four campuses (2 x 4 = 8). I conducted the lecturer focus group interview after the in-depth management interviews, with the aim of finding out from the lecturers if they were aware of a CPD programme for them. I found out from the lecturers if they had been involved in any CPD since they first joined the college. I also found out how each campus implemented a CPD programme designed by the college.

One of the criteria to be considered in qualitative sampling is, according to Curtis, Gesler, Smith and Washburn (2000) cited in Maree (2016), following ethical preconditions such as vulnerability, informed consent, amongst others. Accordingly, in the next section the researcher will discuss the concepts of informed consent, ethical considerations, anonymity and confidentiality.

3.4 ETHICAL CONSIDERATIONS

3.4.1 Introduction

Ethics are norms of conduct that distinguish between acceptable and unacceptable behaviours, as defined by Resnik (2015). Resnik goes on to say that ethics can be considered to be a method, procedure or perspective for deciding how to act and for analysing complex problems and issues. Sudeshna and Shruti (2016) say that ethical behaviour in research implies and requires values such as accountability, trust, mutual respect and fairness to be shown by all the parties involved in a study.

Some ethical principles that research should adhere to are listed by Resnik (2015). Amongst others, he talks about the importance of maintaining honesty, objectivity, integrity, carefulness, confidentiality and human subjects' protection. In this research, the researcher understands that he is dealing with human beings who should always be treated with dignity and respect.

The researcher made every effort to record and interpret the views of the participants carefully and without any bias. For fair interpretation of participants' responses, the interviews were recorded, so that the actual words of the participants may be used in data analysis. In the next sub-section I discuss in greater detail some ethical considerations in this research; specifically, informed consent, anonymity, privacy and confidentiality.

3.4.2 Informed consent

Social research requires that the researcher obtains the consent and cooperation of participants and significant others in institutions providing the research facilities (Cohen et al., 2011).Participants must therefore be first told what the research is all about and they must agree to be part of the research. Siegle (2017:01) explains this further by saying;

> *"…the person involved should have the legal capacity to give consent; should be so situated as to be able to exercise free power of choice, without the intervention of any element of force, fraud, deceit, duress, over reaching, or other form of constraints or coercion…"*

Shahnazarian, Hagemann, Aburto and Rose (2017) indicate that obtaining consent is not merely having participants sign a form, but primarily involves informing the participant about his or her rights, the purpose of the study, the procedures that will be followed and the potential risks in or benefits of participation. They also say that participants must not be seen to release the researcher from accusations of liability or negligence.

In this research, sampled lecturers and senior management staff of the TVET college were informed of the purpose of the study and they were given the opportunity to agree to be part of the study. A letter, attached as Appendix A, requesting management's permission to conduct research was sent out to the CEO or principal of the college. Individual participants were asked to read and complete a letter of consent, attached as Appendix C and Appendix D for focus group participants. Signed copies of the form are kept by the researcher.

3.4.3 Anonymity, privacy and confidentiality

The University of New Hampshire Institutional Review Board (UNHIRB) (2017) defines three terms that are frequently used, but often misunderstood, concerning research among human subjects. The term anonymity is defined as using no identifiers that link information to the individual from whom they have been collected. McMillan and Schumacher (2010) say that whilst anonymity results in excellent privacy, sometimes, especially in research that requires face-to-face interviews, strict anonymity is not possible.

In this research, it was difficult to maintain strict anonymity because face-to-face interviews were be used, and all sessions were video recorded. In-depth interviews targeted certain officials with certain titles. It would be easy for anyone to work out the names of the interviewed office bearers such as the Deputy CEO (Academic) of the college.

At the University of New Hampshire, confidentiality is defined as the proper treatment of information disclosed in a trust relationship and with the expectation that it will not be divulged without permission to others in ways inconsistent with the understanding of the original disclosure (UNHIRB, 2017). McMillan and Schumacher (2010) further add that confidentiality means no one other than the researcher has access to the data or knows the identities of the participants. It also implies informing the participants beforehand about who will have access to the information.

In this research the TVET college was not identified by name and the participants were identified only using letters of the alphabet. The letter of consent, which the participants were asked to sign, covers the issue of confidentiality. Participants were assured that all information will be treated confidentially and identities of participants would not be divulged.

Over and above these measures, the research project needed ethical clearance from the University of South Africa. The committee evaluated my research study according appropriate ethical standards. The committee approved my research on the understanding that no identifying information through which the sources of original data could be determined would be made available, and that strict controls would be maintained to safeguard the confidentiality of the information.

3.5 INSTRUMENTATION

3.5.1 Introduction

Cohen et al. (2011) identify eight main categories of data collection instruments in educational research; namely questionnaires, interviews, accounts, observations, tests, personal constructs, role playing and visual media. McMillan and Schumacher (2010) also identify document and artifact analysis. The researcher chose to use in-depth interviews, a focus group interview and document analysis as instruments for collecting data. The sub-sections below give details of the chosen research instruments.

3.5.2 In-depth interviews

Six types of interviews have been identified by LeCompte and Preissle (1993) cited in Cohen et al. (2011); namely standardised interviews, in-depth interviews, ethnographic interviews, elite interviews, life history interviews and focus interviews. Crossman (2017a) defines an in-depth interview as a method of qualitative research in which the researcher asks open-ended questions orally and records the participants' answers. Crossman (2017a) continues that in-depth interviews are less structured which makes them flexible and continuous. This means that the researcher does not necessarily have a set of specific questions that have to be asked in a certain order. So the interview proceeds in a smooth and natural way, which requires the interviewer to be thoroughly familiar with the topic. The interviewer allows the participant to talk whilst he or she guides the conversation and records the answers (Crossman, 2017a).

In this research I made use of semi-structured in-depth interviews where guiding questions in a form of interview schedule were used. However, the questions were a mere guide and did not prescribe how the interviews were supposed to be conducted. In this research, seven members of the college's senior management were selected to participate in in-depth interviews. Appendix E is the interview schedule for the in-depth interviews. The focus of the interviews was to try to find out the officials' understanding of CPD and its importance for the college. The interviews also aimed at finding out how the college was managing CPD for its staff.

3.5.3 Focus group interviews

DeVault (2017a: 01) defines a focus group as;

> *"…a gathering of deliberately selected people who participate in a planned discussion that is intended to elicit consumer perceptions about a particular topic or area of interest…"*

In this research lecturers', not customers', perceptions was solicited. DeVault continues to say that focus group discussions are carried out in a non-threatening and receptive environment that allow participants to interact freely. Members interact with each other and feel comfortable stating their views. In this research the

interviewer put participants at ease by telling them that there were neither wrong nor prescribed answers, so that they did not feel like they were being examined.

Nyumba, Wilson, Derrick and Mukherjee (2018) say that a focus group discussion is *"…perceived to be a cost effective and promising alternative… offering a platform for differing paradigms or worldviews.* In this research, the group composition was paid deliberate attention to so that there were some senior lecturers who could shed light on how CPD management had evolved at the college. In this way the researcher found out whether the college's focus on CPD had changed over the years.

Nieuwenhuis in Maree (2016) warns that, unless well moderated, focus groups may yield biased information through group dynamics such as outspoken individuals dominating the discussion, groupthink and difficulty accessing viewpoints of less assertive participants. In this research, the researcher moderated the focus group so that all participants felt free to express their opinions. The researcher made sure that all participants felt that their contributions were very important to the research.

Gill, Stewart, Treasure and Chadwick (2008) suggest that the optimum size of a focus group is six to eight participants although they can work successfully with as few as three participants. In this research, eight participants were invited for the focus group. They gave their opinions about CPD, about how they felt it should be managed and whether they thought it was important or not. The researcher believes that this was a manageable group size; a larger group might be difficult to manage. It is the researcher's opinion that the eight members participated optimally in the discussion.

Gill et al. (2008) say that the researcher must pay particular attention to group composition as this always affects the data collected. For instance, if participants feel uncomfortable with each other, they may not give their true opinions. In this research, group mix dynamics were dealt with in the following manner. Out of the eight participants, four were female and four were male. This made all participants comfortable to speak and not feel overwhelmed by one sex. The participants were all of the same rank of Post Level 1 lecturers and therefore problems of seniority did not arise.

Cohen et al. (2011) say that focus groups are useful to triangulate qualitative data with that collected by more traditional methods, for example interviewing. The information gathered in focus group discussions was used in conjunction with information from in-depth interviews discussed in the previous section and data from document analysis. It was interesting to compare the views of management on CPD issues with those of lecturers.

Appendix F shows some questions that were asked in the focus group interview. This was, however, not an interview schedule but a compilation of possible questions to be asked. These questions contained the gist of what was discussed, but the questions were not necessarily asked in the order given. The interviewer tended to let the interview flow naturally with questions asked as a follow-up to responses. In other words, the participants' answers shaped the subsequent questions (Crossman, 2017a). The interviewer then probed the participants for more information.

3.5.4 Document analysis

Bowen (2017) defines document analysis as *"…a systematic procedure for reviewing or evaluating documents – both printed and electronic – (and) requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge."* Document analysis focuses on all types of written communication that may shed light on the phenomenon under investigation. This might include published and unpublished documents, letters, reports, email messages, faxes, newspaper articles, journals, memoirs, or any other document that is connected to the investigation.

McMillan and Schumacher (2010) distinguish between three types of artefacts suitable for document analysis; namely personal documents, official documents and objects. This research focussed attention on official documents concerning the management of CPD at the college. These included records or statistical information about lecturer involvement in CPD over a specified period of time. It included the analysis of official policy documents on the management of CPD generated by DHET or the college itself.

Nieuwenhuis in Maree (2016) warns that document analysis should not be done randomly, but, instead, particular attention should be paid to the document being

analysed. He says that a researcher must ask him or herself critical questions before choosing to include certain documents in the research. The following are some of the questions that a researcher needs to ask (Nieuwenhuis in Maree, 2016):

- Is the document a primary or secondary data source?
- Is it an official or unofficial communication?
- What is the publication date if published?
- Does it relate to the study?

In this research, only those documents relating to the problem, those that were not too out dated and were official were analysed. The researcher analysed documents, especially those drafted by the college, to do with policies on the implementation of CPD. Document analysis focussed attention on how the college managed a CPD programme for its academic staff members. Statistics to do with how many lecturers had undergone CPD within a specified period were sought. The documents also helped explain the type of CPD programmes in which the college expected its lecturers to engage.

3.6 DATA COLLECTION PROCEDURES

McMillan and Schumacher (2010) believe that the choice of a data collection method depends solely on the research questions that the researcher wants to answer. In other words, the choice of a data collection method is not random, but is a carefully planned exercise that aims to provide answers to certain research questions.

In this research, I chose interviews and document analysis as appropriate for answering the research questions. In-depth interviews with senior management staff of the college helped me answer the second research question relating to how the TVET college implements a CPD programme for its lecturing staff. Here the researcher found out management's attitudes towards CPD and how much it was valued at the institution. I also found out if there was a planned CPD programme managed by the college and whether such a programme was provided for in the various policy documents at the college.

Document analysis was conducted in order to unearth evidence concerning a CPD programme. The researcher examined statistics pointing to the number of lecturers involved in CPD, the nature of the CPD and frequency of this CPD. It also found out if members shared CPD experiences after the various training sessions and how this sharing contributed towards creating a culture of learning in the organisation. Document analysis focussed attention not only on official documents such as policy documents but also considered other kinds of documents that attested to the presence of CPD at the college. Such documents that were deemed to be of use were, for example, e-mails, letters, faxes and invitation letters to service providers of CPD.

Document analysis shed light on the topic of CPD by giving documentary proof of the existence of a CPD programme as well as the number of lecturers who have benefitted from it over a specific period of time. Document analysis also showed whether this CPD programme came about as a result of college policies on human resource management. It also found out if CPD was compulsory or voluntary, initiated and driven by the college or by individual lecturers, and whether it is college funded or lecturer funded.

The focus group interview answered the same question as that of in-depth interviews mentioned above. However, through the focus group the researcher found out lecturers' opinions and feelings about CPD at their college. The focus group interviews were also used to find out from staff members if they thought CPD was of value to them. The researcher is aware that the college might have an excellent CPD programme on paper, but this might not be implemented or it might be implemented in a manner that inconveniences or discourages certain individuals from participating in the programme.

3.7 DATA ANALYSIS AND PRESENTATION

3.7.1 Introduction

Cohen et al (2011) say that there are frequently multiple interpretations to be made of qualitative data. Qualitative data analysis also involves organising, accounting for and explaining the data. It means making sense of participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen et al., 2011). The sections below discusses how the researcher analysed the data in an objective way that best reflects the opinions and feelings of participants.

3.7.2 Data analysis

Data collected during in-depth and focus group interviews was recorded, and then transcribed for analysis. This allowed the researcher to note both verbal and non-verbal cues. Cohen et al. (2011) suggest that the transcription of interviews should include hesitations, small to long pauses, silences, inflections, tone of voice and mood of the participant amongst many non-verbal cues that might convey subtle meanings.

The analysis of interview data has been noted by Alshenqeeti (2014) to be a complex process, but which may be facilitated through coding. Coding would consist of generating meaningful data units and then classifying and ordering those units. The analysis process should also, according to Creswell (2009) be reflexive, by including the researcher's interactional experience with interviews. Reflexivity with be dealt with in more detail later in this chapter.

McMillan and Schumacher (2010) identify seven steps in analysing qualitative data.

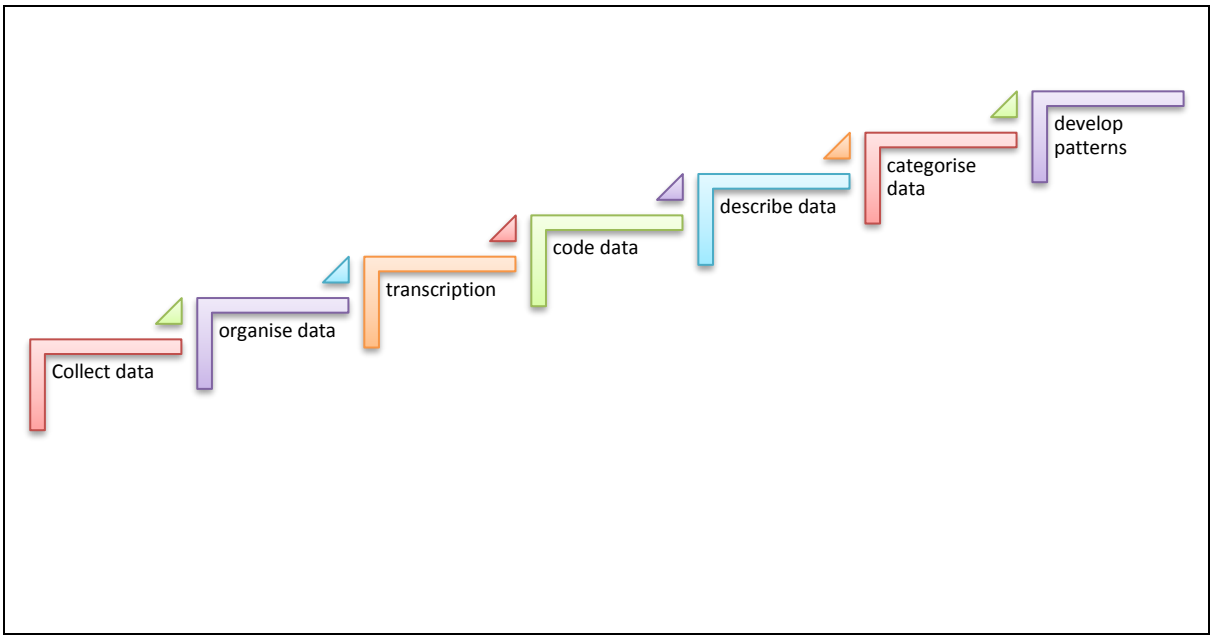

Figure 3.1: Steps in analysing qualitative data *(Adapted from McMillan & Schumacher, 2010:369)*

The last three steps of qualitative data analysis have something to do with making sense of the data collected. After coding the interviews data, the researcher would try to make sense of it through interpretation. Data from various sources would first be described in detail, then categorised and finally the researcher would see if there were any patterns that emerge. In this case, patterns in the way CPD is managed in various campuses.

This is an inductive analysis style whereby data are first organised into categories, patterns are identified and then patterns are developed (McMillan & Schumacher, 2010). In inductive analysis, vast amounts of data are synthesised and explained starting from specific data and ending up with categories and patterns. McMillan and Schumacher (2010) say that making sense of qualitative data depends largely on the researcher's rigor and his or her willingness to wait until the analysis process is complete.

Nieuwenhuis cited in Maree (2016) says that researchers must resist the temptation of stopping with a set of categories but must go further and abstract the main findings from the category structure. This means that after processing the data, the

researcher must go ahead and interpret it. Anderson (2010) says that data interpretation should be grounded in interviewees' contributions and may be semi-quantified; for example to say that 30% of the interviewees said this or that. In this way bias and baseless conclusions may be avoided. Sufficient data should then be presented to allow the reader to see clearly the relationship between the data and the interpretation thereof (Anderson 2010).

In this research the transcription was done rigorously, using interviewees' own words. Similar data, although expressed in different words, was similarly coded then grouped together. This helped reduce the amount of data to be interpreted (Alshenqeeti, 2014). This means that although expressed in different words an agreement should be coded and grouped with other agreements. In the case of non-verbal cues noted during the interview, these will be noted and classified accordingly. For example, pauses and hesitations might signal lack of information.

3.7.3 Data presentation

Data in this research was presented in transcripts. Anderson (2010) says that with regards to interviews and focus group discussions, the researcher should select only quotes that are pertinent or the most representative of the research findings. She says that including large chunks of interviews in a research paper is not necessary and often tedious to the reader.

In this research, transcripts from the whole of in-depth interviews and focus group discussions were made, but data analysis included only those sections that directly answer research questions. Data from document analysis was presented in a variety of tables, which would allow the reader to process the information more readily.

3.8 TRUSTWORTHINESS OF THE RESEARCH

3.8.1 Introduction

The biggest concern of every researcher is to present results that are a true reflection of reality. In quantitative research the concepts of validity and reliability are used to ensure that data collected and the interpretation thereof is credible. However, with qualitative research, where data are not numerical, trustworthiness of the data may be seen as being more important. Eldridge cited in Boswell and Cannon (2017) believes that for qualitative research to be credible there must be a certain measure of trust that the researcher as well as the readers have about the data collected.

Although the concepts of validity and reliability have traditionally been associated with quantitative research, Anderson (2010) maintains that the concepts are increasingly seen as important and indispensable elements of qualitative research. He says that qualitative researchers should therefore ensure that their research also meets the criteria of validity and reliability. Anderson (2010: 207) says; *"Validity relates to the honesty and genuineness of the research data, while reliability relates to the reproducibility and stability of the data".* So with quantitative (numerical) data, validity and reliability can be calculated statistically, but with qualitative data these cannot be measured in numerical terms, so instead the processes of data collection, analysis and interpretation should be done in a genuine and honest manner that leaves the reader satisfied that conclusions derive from data collected.

In a similar vein, DeVault (2017a) says that because the concepts of validity and reliability are foreign in qualitative research, qualitative researchers should use data trustworthiness instead. She says that the concept of trustworthiness consists of credibility, transferability, dependability and confirmability.

DeVault (2017a) recommends that to ensure credibility in a qualitative research study the researcher must ensure that there is prolonged engagement, persistent observations, triangulation, referential adequacy, peer debriefing and member checks. Anney (2014) cites Lincoln and Guba (1985) as saying that credibility establishes whether or not the research findings represent plausible information

drawn from the participants' original data and whether they are a correct interpretation of the participants' original views.

In this research great care was taken to ensure that the views of the participants were not misinterpreted. The following sub-sections will detail how the researcher heightened trustworthiness in this research by discussing how issues of credibility were dealt with.

3.8.2 Researcher role and competency

The researcher should be involved in the research processes right throughout the research. Fink (2002) identifies seven researcher roles; namely thematising, designing, interviewing, transcribing, analysing, verifying and reporting. However Austin and Sutton (2014) describe the role of the researcher simply in terms of how ethically he or she conducts the research.

In this research ethical issues were taken into consideration, as previously explained in Section 3.4. Participants were treated with utmost respect and dignity. Their views and opinions were not misrepresented and member checks were done before interpretation. During the interviews and focus group discussions the researcher allowed participants to talk more whilst he listened and directed the process. The researcher, who moderates the whole process, should refrain from becoming too active in the process and try to remain in the background (Nieuwenhuis in Maree 2016).

3.8.3 Maintaining objectivity

Subjectivity in qualitative research, according to Ratner (2002), guides everything; from the choice of topic that one studies, to formulating hypotheses, to selecting methodologies and interpreting data. Whilst this statement is true to some extent, some degree of objectivity can still be achieved in qualitative research. Guba and Lincoln cited in Lub (2015) believe that procedures such as negative case selection, peer debriefing, prolonged engagement and observation in the field, audit trails and member checks contribute to objectivity.

This research, when published, will be peer reviewed and the researcher may have to answer questions about some interpretations of data collected. The role of peer reviewers is that of devil's advocates (Guba & Lincoln cited in Lub, 2015). Peer reviewers have particular value as critics who should pick out any biases and misrepresentations of participants' views.

The researcher engaged participants for a reasonably long time to be able to understand their points of view as fully as possible. After data interpretation, the researcher went back to the participants for them to verify whether the interpretations were a true reflection of their views. All this improved objectivity in the research.

3.8.4 Reflexivity

On the topic of reflexivity, Palaganas, Sanchez, Molintas and Caricativo (2017: 01) say:

> *"…through reflexivity the researchers acknowledge the changes brought about in themselves as a result of the research process and how these changes have affected the research process."*

Interacting with senior management staff and lecturers might change the researcher's view of CPD from that he held at the start of the project. Consequently, once the data has been collected and analysed, reporting it should include a section where the researcher acknowledges how the data has changed the way he thinks and how this change has possibly influenced the research.

Reflexivity entails self-awareness (Lambert, Jomeen & McSherry, 2010). It means that as researchers we are part of the social world that we study (Ackerley & True, 2010). This researcher was also a lecturer at a TVET college and the data collected did not present ideas that were completely novel. The researcher was part of the TVET sector and also had some insights of his own concerning the topic under investigation. Nevertheless, these insights did not hinder the research process to the extent of disregarding participants' views, simply because the researcher felt he also knew something about the topic at hand. As already discussed earlier in this chapter, qualitative research entails viewing and understanding reality from the participants' points of view.

3.8.5 Triangulation

Triangulation is one of a number of techniques that, according to Anderson (2010), can be substantiated for validity in qualitative research. Triangulation is defined by McMillan and Schumacher (2010: 379) as *"…the cross validation among data sources, data collection strategies, time periods, and theoretical schemes."* In this case, different sources, situations and methods are compared to see whether the same pattern keeps recurring. Yeamin and Rahman (2012: 157) reinforce the idea when they explain that triangulated techniques are *"…helpful for cross-checking and used to provide confirmation and completeness, which brings balance…"*

Triangulation was used in this research to bring about the balance and completeness mentioned above. Data from the different in-depth interviews were compared in order to note discrepancies and similarities. The researcher established beyond reasonable doubt that the college had a well thought out CPD management plan in place and how CDP was rolled out to staff members. However, discrepancies between management efforts and how lecturers feel were noted.

The data from in-depth interviews with senior management was compared to the data from the focus group and document analysis. Again, here, discrepancies and similarities were noted. So triangulation was done specifically to correlate data collected from different sources.

3.8.6 Member checks

Member checks are defined as the process used when data, analytical categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained. Member checks are viewed as a technique for establishing validity and credibility in research (Johnson, 2008; Lincoln & Guba 1985 cited by Cohen et al. 2011). With member checking, Harper and Cole (2012) say participants are given a chance to either agree or disagree with the researcher's summary of their views, feelings and experiences; thereby improving the accuracy, credibility and validity of research findings. Besides the benefits noted above, they also note the added value of member checks providing a therapeutic feeling for the members (Harper & Cole, 2012).

As stated above, data analysis first entailed transcribing participants' responses. Then to make sure that proper transcription was achieved, the researcher went back to the participants to find out if their contributions were captured correctly. If group member checking is done, participants realise that they are not alone but that others have similar problems to their own. Participants saw that what happens at their own campus happens also at other campuses.

3.8.7 Low inference descriptor

Low inference, as explained by McMillan and Schumacher (2010), means descriptions are almost literal and that any technical terms used are those used and understood by the participants. This is in contrast to the abstract research jargon that is used by the researcher. In this research, participant language and word-for-word accounts were used to describe situations. This helped in sending across the participants' intended meaning, without inferring too much about what was said. It is hoped then that misinterpretations were kept to a minimum.

3.9 CONCLUSION

This chapter has discussed the research methodology. The research design chosen was discussed including the justification why it was chosen. Ethical issues discussed; specifically informed consent, anonymity and confidentiality. Instrumentation, data collection, data analysis and presentation of data were also discussed. Finally the chapter dealt with issues of validity and reliability in qualitative research. The next chapter will present and analyse the data in detail.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In the previous chapter, I presented the chosen research methodology. I discussed the qualitative research design and explained the rationale behind choosing it for this research. I also outlined the qualitative sampling techniques, population selection, research instrumentation and data collection procedures. Data analysis and presentation were also discussed. Finally, I showed how issues surrounding trustworthiness in qualitative research would be addressed.

In this chapter I will present, analyse and interpret the data collected from the focus group interview, in-depth interviews and document analysis. Relevant issues that were raised by participants and information collected in document analysis will be presented in a variety of ways, including graphs, charts and tables. The data presentation will also include verbatim quotations from participants in order to correctly capture data and show their interpretation. In all cases, member checks were conducted in order to give participants a chance to agree or disagree with the researcher's interpretation of their views.

4.2 THE RESEARCH PROCESS

Data were collected using three methods, as explained in the previous chapter. Eight lecturers from four campuses were selected to participate in a focus group interview. The participants signed letters of consent to be part of the research. The focus group interview was video recorded to help the researcher with the transcription and data preparation. In presenting this research, to preserve anonymity, the participants of the focus group interview are referred to as **L1** to **L8**.

Seven members of the college's senior management team were selected to participate in one-on-one and face-to-face in-depth interviews. The seven included four Campus Managers, the Human Resources Manager, the Curriculum Manager and the Deputy CEO for Academic Affairs. For purposes of anonymity, participants in the in-depth interviews are referred to as **SM1** to **SM7** when their responses are presented.

I sought permission from the college's CEO to ask members for any documents that bear testimony to the existence of a CPD programme at the college. Such documents included anything from e-mails sent to campuses about lecturer participation in CPD to human resources policies and strategic planning documents concerning CPD.

4.2.1 Method of data collection and presentation

This chapter sought to find out how the college under study manages a CPD programme for its staff members. The concept of management was key in data collection. As explained earlier in Section 1.8.2, management is a process that has four basic tasks which are planning, organising, leading/direction and controlling (van Deventer & Kruger, 2012; Erasmus, Strydom & Rudansky-Kloppers, 2013). Table 4.1 below summarises what each of the management tasks should involve.

Table 4.1: Management tasks

Planning	**Organising**	**Leading/direction**	**Controlling**
• Policy development • Decision making • Problem identification and solving • Setting of specific outcomes.	• Duties and responsibilities • Organisational structure • Coordinating and delegation	• Motivation • Communication	• Corrective action • Supervision • Evaluation • Assessment

In data collection and presentation the researcher identified themes in relation to the management of CPD at the college that would fall under these management tasks. For example, under the management task of planning I sought to find out if CPD at

the college was guided by any policy, and whether such policy came from the DHET or from the college itself. I also found out whether there are needs analyses being conducted and whether the college had set objectives for CPD management. I wanted to find out if there were any CPD plans drawn out for needs analyses and I also sought to find out the relevance of the CPD programmes designed for members of staff.

Under the management task of organising, I sought to find out whose responsibility it was to manage CPD at the college. I wanted to find out whether CPD was centrally managed at the college's head office or management was de-centralised to individual campuses. I also wanted to find out how CPD management was coordinated between the college's head office and individual campuses and the staff members concerned.

Under the management task of leading or direction, I wanted to find out if staff members were motivated to engage in CPD at the college. Prinsloo cited in van Deventer and Kruger (2012) defines motivation as that which influences an individual to achieve the aims of the organisation. During the processes of planning and organising, managers are expected to design aims and objectives for the organisation which, in this case, should include CPD programmes for members of staff. During the leading task, managers should encourage members of staff to achieve these CPD objectives. I also wanted to find out if CPD engagement was voluntary or compulsory.

According to Herzberg's two factor theory of motivation, as outlined in van Deventer and Kruger (2012), there are hygiene factors and motivators that would drive an individual towards the attainment of aims and objectives. Herzberg identified salary, status and security as some of the hygiene factors that would drive an individual towards a goal. He also identified recognition, career progress and opportunities for personal growth as some of the motivators (Herzberg cited in van Deventer & Kruger, 2012). In this research, the focus was to find out how the college used hygiene factors and motivators to encourage their staff members to engage in CPD. This could include funding for CPD, monetary incentives such as once-off cash bonuses or salary progression after CPD engagement and prospects for promotion.

Under the same task of management, I also wanted to find out if there was any communication between management and members of staff concerning CPD planning, implementation and evaluation. Prinsloo cited in van Deventer and Kruger (2012) defines communication as the main tool that managers use to influence groups and individuals and to convince them to do their best. I wanted to find out the nature of such communication to see if the inputs of the members of staff were ever sought or listened to by management.

The last management task of controlling would not only involve supervision of CPD programmes at the college but also the evaluation of the whole process with a view of implementing corrective action if there should be a large variance between objectives set and those attained. I wanted to find out if feedback was given after CPD sessions and what corrective action might then be instituted.

The data that is given below is therefore organised according to themes or issues that arise from the four management tasks. Although, the themes are presented according to how the interviews and document analysis flowed, they can all, nevertheless, be placed under each one of the four management tasks identified.

4.2.2 Challenges experienced during the research process

The data collection period coincided with the college's assignments and test weeks. The second and third quarters are the busiest academically and extramurally. Firstly, there are three academic assessments which keep lecturers busy teaching, revising, setting assessments, administering them and marking. Then there is the college's sports event, for which lecturers prepare students and participate in. There is also the academic open day where students showcase their talents; all the campuses prepare for and participate in this event. Alongside all this, lecturers play a key role monitoring the students' projects, so that, all too often, they work beyond normal hours in order to produce worthwhile projects.

This heavily loaded schedule posed a serious problem to the researcher in finding a time when all eight lecturers from four different campuses could meet in one venue for the focus group interview. There were several postponements because of unforeseen circumstances and pressure from work deadlines.

Finding relevant documents for analysis was also difficult, because e-mails had sometimes been deleted and hard copies are seldom filed efficiently. With the demands on participants' time, they frequently did not have time to search through old e-mails. Nonetheless, some documents were eventually found and they were helpful in this research.

4.2.3 Positive aspects experienced during the research process

Participants participated willingly, with great commitment and zeal. They were all willing to provide information in the best way they could and the head office staff was helpful in finding the documents I required for document analysis. The college's CEO did not hesitate to grant permission to conduct research and campus managers were asked to co-operate with the researcher. Participants did not expect any payment and frequently they used their own transport to get the venue.

4.3 RESULTS FOR BIOGRAPHICAL DATA OF THE PARTICIPANTS

4.3.1 Introduction

During the interviews, biographical information about the participants was sought first. Below is the information depicted in figures and tables.

4.3.1.1 *Participants' ages*

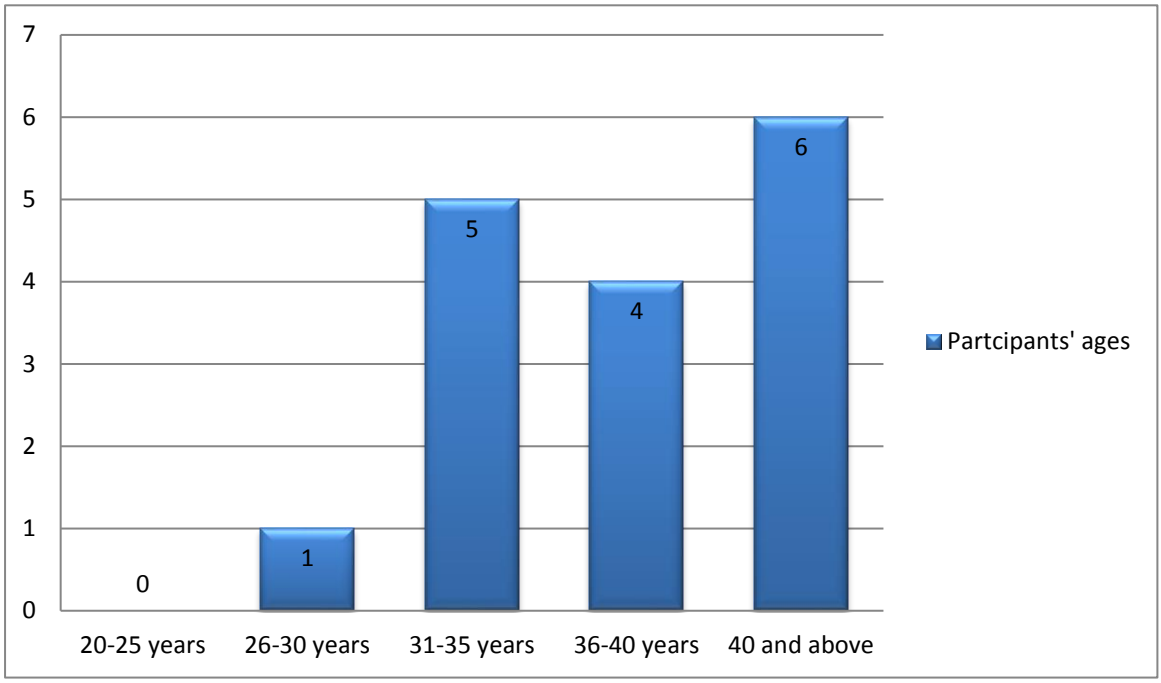

Figure 4.1: Ages

Figure 4.1 above shows that among management and lecturers, staff members with a range of ages were sampled. The selection of both long serving staff and new staff members had been deliberate in anticipation of shedding light on how CPD had improved or deteriorated over the years. In the two age groups from 36 to over 40 years, participants were mostly members of the college's campus or head office management teams.

4.3.1.2 ***Gender***

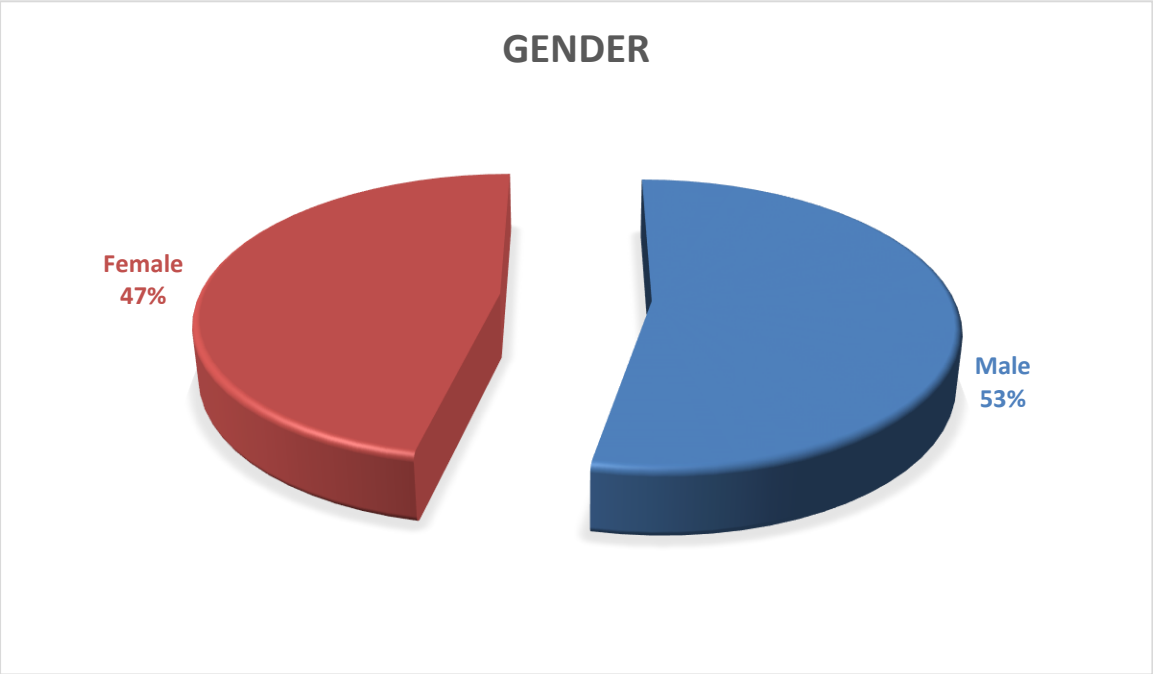

Figure 4.2: Gender of participants

Figure 4.2 above shows that this research sample was comprised of seven female participants and eight male participants. The researcher deliberately tried to strike a balance between males and females so that the results would not pertain to only one gender. Data collection showed that there was no gender bias in the college. Lecturers were treated the same and challenges observed in CPD related issues had nothing to do with gender.

4.3.1.3 *Experience as a lecturer at the TVET college*

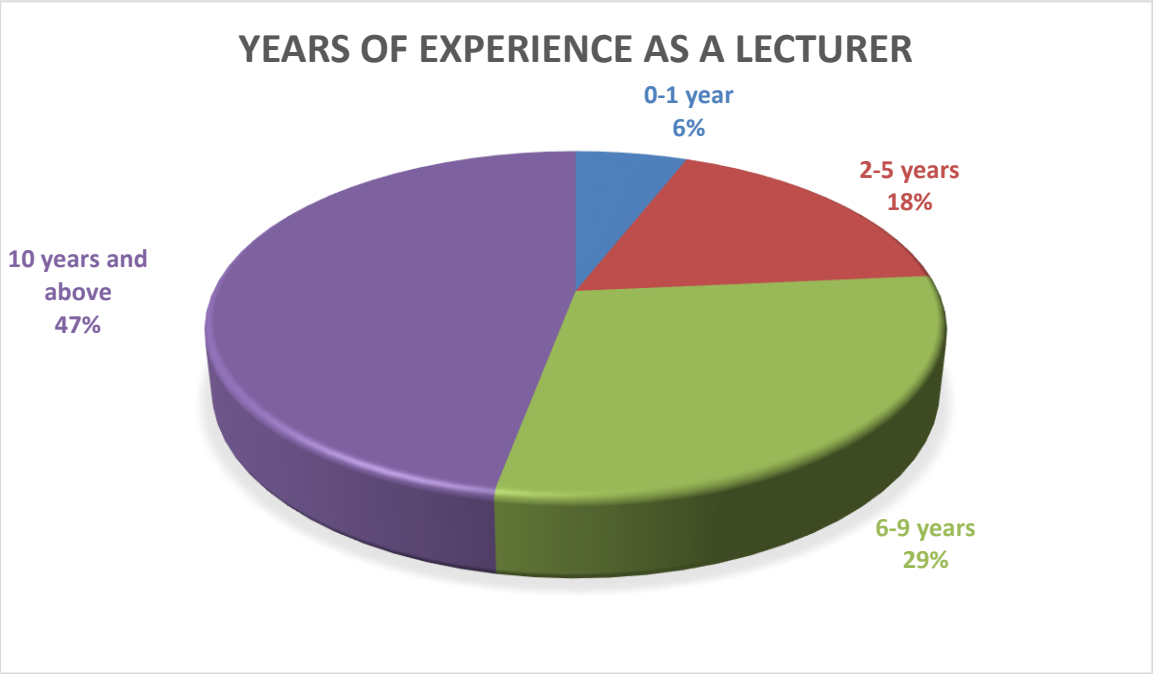

Figure 4.3: Experience as a lecturer

Figure 4.3 above shows the distribution of years of experience among the fifteen participants in the research study. The number of years of experience at the college under study range from six months to more than 10 years. This is good because the researcher could glean information about what happened some time ago at the college and compare that with current experiences. In other words, because participants brought college experiences going back at least ten years, the researcher was able to get a glimpse of CPD trends over that period. Participants with more years in experience were generally in management positions.

4.3.1.4 *Academic qualifications*

Table 4.2: Highest academic qualifications

Highest academic qualifications	Number
Matric	0
National Certificate Vocational	0
National Diploma	2
Bachelor's degree	9
Honours degree	4
Masters' degree	0

The highest academic qualifications of the participants are shown in Table 4.2 above. It can be seen that two lecturers have only National Diplomas as their highest academic qualifications. They are both in the 40 years and above age group, which means they probably joined the college some time ago when it was possible that qualifications required for such employment were more relaxed. It is notable that these two lecturers are in civil and electrical engineering subjects. It is difficult to get engineers with degrees to lecture at a TVET college because they could earn considerably more in industry.

4.3.1.5 ***Professional qualifications***

Table 4.3: Highest professional qualifications

Highest professional qualifications	Number
None	3
Advanced Certificate of Education	2
Post graduate Certificate in Education	5
Bachelor in Education	3
Honours in Education	2
Master of Education	0

Table 4.3 above shows that all but three staff members were professionally qualified in education. It should be clarified that two of these three had a professional qualification relevant to their line of work. So although they did not have professional qualifications in education they had professional qualifications to do with management in an organisation. Only one lecturer did not have any educational or other professional qualification.

Of the participants who had professional education qualifications, none of the qualifications related specifically to the TVET sector. In other words, lecturers' teaching qualifications were focussed on school teaching, under the Department of Education (DoE) or Department of Basic Education (DBE), and not in the TVET sector under the Department of Higher Education and Training (DHET). So simply put, none of the sampled lecturers had received any professional training relating to lecturing or management in the TVET sector. It is also worth noting that five of the fifteen sampled lecturers had had their studies partially funded by the college, which pays 60% of the university fees up to a maximum of R6000 for each year of study.

4.3.2 Conclusion

Information-rich participants were sampled for this research. The participants were well placed to answer the research questions and their opinions were invaluable in this research. The next section presents and analyses data collected in the focus group interview.

4.4 ANALYSIS OF DATA COLLECTED FROM LECTURER FOCUS GROUP

4.4.1 Introduction

This section presents data collected from the focus group on various aspects of CPD management at the college. The data are presented according to the flow of the focus group discussion, but as explained above in Section 4.2.1. Each theme identified falls into one of the four management tasks. The section then presents the analysis of the data. The data are presented by first quoting participants' responses and then interpreting them. As described earlier, the focus group interview had been video recorded and then transcribed so verbal as well as non-verbal cues could be noted and interpreted. Where the researcher was not sure of a response, member checks were conducted.

4.4.1.1 Data concerning lecturers' understanding of the concept of continuing professional development (CPD)

The researcher, who was also the focus group interview moderator, greeted and welcomed all members present from different campuses. He highlighted that participants must feel free to give their own opinions as that was the main purpose of the interview. He indicated that unlike a test, there would be no prescribed or wrong answers; instead, what mattered was how the participants felt about the issues being raised.

The researcher asked the participants about their understanding of the concept of continuing professional development (CPD). There was silence after the question and then **L3** asked if the moderator could ask the question again. The question was then rephrased as follows;

Researcher: "*What is it that comes to mind when we talk about continuous professional development?*"

There was again some silence and a nervous laughter from the participants. Then **L2** spoke and said, "*Okay…maybe if you're in a profession, you continue to grow… you are not standing still but there is like improvement in your profession.*"

The researcher interpreted "*not standing still*" in the definition by **L2** to mean "not stagnating". Although broad and general, the definition by **L2** was sufficient. No one else said anything until the moderator probed some more.

The researcher did not interpret the initial and second silences followed by a nervous laughter as evidence of ignorance on the part of participants. The participants were simply nervous and needed encouragement to ease into the discussion.

After some probing, **L2** continued to say that there was formal and informal CPD. In **L2**'s opinion formal CPD means, "…*you take it upon yourself and… and you continue to know more and it can be informal whereby the experience that you experience teaches you certain things about the profession*."

L7 added that CPD can be achieved informally through the Internet or through interaction with colleagues. **L3** felt, "…*it's when they give us other courses to capacitate ourselves like assessor training, moderator training, first aid training…"*

L1 added to the discussion by saying, *"…if they say continuous, it means it must happen a certain number of times like right throughout the year."* **L1** further said it could be short-term workshops or long-term training programmes organised by the Human Resources Department. **L5** felt that CPD would involve learning from colleagues from different campuses, but also doing one's own research on the Internet because the textbook is not enough. Finally **L8** said, *"…the way we used to teach is not the way we are doing it now. So when they take us to courses, they give us workshops, they are developing us continuously."*

The remark by **L8** means she thought CPD was meant to impart to lecturers skills on how to teach in a forever changing TVET college classroom or workshop. She noted

that the way they were taught to teach a long time ago might no longer be relevant or appropriate now, hence the need for CPD.

From what these responses said, the researcher was satisfied that the lecturers knew what CPD entailed. They managed to say that it must be continuous not once off, it can be formal as in workshops and courses or informal as in exchanges with fellow colleagues from other campuses, it can be short-term or long-term and that it is a way of keeping up with new trends in the classroom.

4.4.1.2 Data on whether CPD is self-initiated or college initiated; whether it is compulsory or voluntary

On whether CPD was self-initiated or college initiated participants generally felt that it was mostly college initiated. The researcher got the impression that participants were not aware they could and have indeed initiated their own CPD through private studies and interaction with fellow colleagues. **L7** summed it up simply in one sentence, as *"…they are college-initiated."* Everyone nodded in agreement and made sounds indicating the same. For clarity, the moderator asked whether this was a general feeling and everyone affirmed that it was.

On the issue of whether involvement in CPD was voluntary or compulsory, there was consensus that it was compulsory. To illustrate, **L7** said,*"…they tell us you MUST… (verbal emphasis then a pause) attend. Even if maybe some workshops they are not into developing us in that professional way but they do force you to go there."*

From this comment it was evident not only that college organised CPD was compulsory, but also that it does not always address lecturers' specific needs.

With reference to the needs analysis carried out by the Human Resources (HR) department every year, **L5** felt that *"…there are some shortcomings there where we…we sign forms to say I want to do this course and but no one comes back to us to say continue to…to…or implement that so that we do that course…"*

There was general consensus that the needs analysis was not used to design useful CPD for lecturers. There was a feeling that the HR department did not follow up on lecturer needs that had been identified. **L7** said, *"…even if you sign there instead they'll come with something you didn't sign as a training."*

L3 sparked a debate when in reference to the assessor, moderator and facilitator training sessions organised by the college for lecturers, he said, *"…but other…other training that we receive sometimes we must…sometimes we don't even know where does this thing gonna help for an example assessor training."* The participant felt that the courses, which each involve a week of training, are unnecessary because basic teacher training covers assessment as an indispensable skill for classroom practitioners. **L4** opened up, for the first time, to agree that the assessor training added nothing new to skills that lecturers had already acquired. Nevertheless, in reference to the issue of assessor training, **L3** said, *"…if they say if you have that certificate we can move you from RQV this to that one then haa…all of us (laughter)…"*

Whilst this comment is in agreement with the participant's earlier comment about the course being of no value, it introduced an important aspect of incentives. In the comment above RQV is taken to mean REQV (Relative Education Qualification Value). This is a qualifications evaluation system used by the DHET to put lecturers in different pay grades or notches. The participant felt that if doing the course could result in an upgrade on one's REQV status then that would motivate everyone to do the course. An upgrade on one's REQV evaluation would result in salary increment or once-off bonus payment if one had reached their grade ceiling.

There was disagreement about the value of the training, with **L7, L1** and **L2** all being opposed to **L3** and **L4,** because they felt that the assessor course was of importance to all classroom practitioners, regardless of their initial professional training. The moderator deduced that for them monetary value was not important but they valued the professional benefits that the course offers. **L2** said, *"…but then the service providers…they choose people who are failing to present the course the way they are supposed to."* This means that the participant thought the assessor training was important but the trainers did not explain to lecturers the value of the course.

From the evidence given above, the researcher deduced that the CPD that the participants were referring to was mostly college-initiated and was compulsory. The researcher also deduced that whilst participants felt that most courses that they were forced to undertake were of no value to them, there were some that added value to their professional lives. The researcher also deduced that most participants did not

think that monetary benefits such as a salary upgrade were enough motivation to engage in CPD. They felt that CPD should be judged by its classroom value and how it contributes to lecturers' professional lives.

4.4.1.3 Data on participants' evaluation of management's commitment to CPD.

Lecturers seemed to agree that management was not seriously committed to CPD for lecturers. In particular, there was reference to needs analysis and coming up with a CPD plan when **L2** said the following, *"It seems as if they are also forced to have a plan in place. It's like it's compulsory for them… eh… the college to have a plan. I don't know who's forcing but it seems like they should have something."*

The participant felt that management carries out needs analyses and draws up a CPD plan only for compliance purposes and not really to follow it up with an actual CPD programme. **L7** agreed and said, *"I think also they do it to cover their… you know… (giggles)… okay to cover themselves. They did it early this year and we will see them again next year. It's just window dressing…"* All participants agreed that from their view point there is no serious commitment from management's side to roll out a useful CPD programme informed by individual lecturers' needs.

4.4.1.4 Data with regards to members' involvement in CPD over the years

After the above discussion, it was interesting to find out members' actual involvement in CPD over the years. The participants seemed to agree that college-initiated CPD was on the decline. **L6** and **L5** said that they had been previously involved in college-initiated CPD back in 2010. However, what came up in the discussion is that all members had at some point been engaged in some form of CPD whether college or self-initiated.

In 2017, a directive had been given by DHET that all lecturers must have certain minimum academic and professional qualifications. Failure to comply would lead to dismissal. This saw the rise in professionally un- or under-qualified lecturers registering with universities to study for either bachelor's degrees (B.Ed.) or Post Graduate Certificates in Education (PGCE).

However, participants were not happy about the lack of a meaningful college-initiated CPD programme for the lecturers. **L5** summed up his disappointment when he said: *"The other problem that I see is when management goes to workshops but they are not directly involved with students in the classroom but they go for these workshops and they don't give us feedback."*

After transcribing the interview, I went back to **L5** to seek clarity on what he meant by that particular comment. He intimated that there was a workshop aptly named lecturer's workshop but campus managers attended. The reason given for them to attend was that lecturers were in class and the workshop would have disrupted teaching and learning. **L5** felt that management should not organise and then attend lecturer workshops if they are not going to give feedback on what they learnt.

4.4.1.5 Data on lecturers' opinions about lecturer work-based experience

The college expects lecturers to organise and engage in their own lecturer work-based experience (LWE). A lecturer at the college is expected to engage in LWE every two years for a total of five eight-hour days. A stipend of R500 a day is paid to cover travel expenses and lunch during the placement period.

L7 bemoaned the lack of monitoring of LWE by management and their apparent laissez-faire attitude to the whole process. This was the general feeling by all participants. **L4** said, *"You go there and you see no one from college to monitor. That's why we just ask companies to just sign and put stamp without attending it… (laughter)…"*

The laughter seemed to suggest that this was a common trend amongst the staff. Lecturers simply identify a company and ask for the company stamp and they complete the LWE form by themselves at home. This is because management does not follow-up to check whether a lecturer indeed spends the required hours at the company. The other problem could be that lecturers do not fully appreciate the need for LWE. **L6** summed up his assessment of LWE, for which there was general agreement, as follows,

> *"…the whole exercise is meaningless really. I mean the way we teach is different from how most companies do things.*

> *Companies sometimes take shortcuts and here we teach students procedures and ethical behaviour in conducting business…"* (General agreement)

The comment above reveals the lecturer's take on LWE. He felt that it was not adding any value to his academic and or professional growth. The participants have been exposed to small to medium enterprises (SMEs) and not to big corporate organisations, where business practice is normally regulated and follows procedure. Participants generally felt that in the smaller enterprises any business practice, as long as it brought in money, was acceptable, including downright unethical behaviour.

In response to whether lecturers gave feedback after LWE, **L8** said that there was no feedback because the programme had a lot of challenges that management was supposed to first sort out with companies. In particular, **L8** said:

> *"…someone went to a company… she was supposed to do something to do with finances… she was refused because they said it's a company thing… someone from outside is not allowed to be involved in that department… You don't really get what you are supposed to get."*

The frustration by **L8** was generally agreed upon by participants. They felt that the companies did not quite understand what LWE was all about and there were certain departments the companies felt were out of bounds for non-employees of the company. **L6** contributed by saying, *"I was thinking that the central office or the people … (air quotes) … you know the high ones… were supposed to be engaged and make sure that they liaise with those people like when they sign MOGs…"*

I checked with **L6** and found out that MOGs above was rather meant to be MOUs (memoranda of understanding). **L6** felt that the college should not leave lecturers on their own but must facilitate the process by engaging with companies and signing MOUs. Companies need to be reassured that this is a legitimate college programme and that their business secrets would not be divulged to competitors. The college also needs to indemnify companies of any responsibility should there be any injury to

lecturers on placement during LWE sessions, especially in companies dealing with engineering or heavy machinery.

4.4.1.6 Data on lecturers' opinions about IQMS and mentorship of new lecturers

According to DHET (1998) the Integrated Quality Measurement System (IQMS) is an integrated quality management system that consists of two programmes, which are aimed at enhancing and monitoring performance of the education system. The IQMS system was adapted from that of DoE. So it was originally designed for school teachers but is now also used for college lecturers. The two programmes of IQMS are:

- Developmental Appraisal; and
- Performance Measurement.

The purpose of Developmental Appraisal is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development (DHET, 1998).

The purpose of Performance Measurement is to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives. These programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes (DHET, 1998). The IQMS document provides for the establishment of a College Staff Development Team (ColSDT) which should be responsible for liaising with lecturers, as well as with DHET to co-ordinate the provision of developmental programmes for lecturers (DHET, 1998).

During the focus group interview, participants expressed doubt as to the efficiency of IQMS. They felt that there seemed to be no follow up staff development programmes set up by the college. They were not even aware of the existence of any college staff development team. In direct response to whether there are any follow up training programmes after IQMS assessments **L8** had this to say: *"…even if there are training needs identified, the campus management will only report to*

central office. Central office will only just keep the records; they are not going to do anything."

From the comments made by the participant, it is evident that IQMS is not implemented as intended. Training needs might be identified but no one has time to go through all the documentation to compile training lists for lecturers. It is as if IQMS is done to comply with DHET requirements and not used to deal effectively with staff developmental issues. **L6** had the following contribution, *"The thing is, this thing was supposed to be continuous…I mean you don't have to do it once. Right now we have finished it and we all have good scores. We will see the documents again next year… (everyone laughs)…"*

In the comment above, the phrase *"you don't have to do it once"* was taken to mean *"it should not be done only once".* I deciphered this from the way **L6** repeatedly used the phrase throughout the interview. In this regard, the comment above is significant because it shows that this lecturer rightly identified the one role of IQMS as that of continually identifying staff developmental needs and continually providing relevant interventions. IQMS should not be applied solely for salary progression, grade progression, affirmation of appointments and rewards and incentives. It should rather be used as a tool for identifying and dealing with staff training needs first and the incentives then follow.

Linked to the IQMS, the issue of mentorship was discussed. The IQMS system puts lecturers in development support groups (DHET, 1998). Ideally, in such groups lecturers mentor one another and so help each other to deal with professional challenges they face. Participants in the focus group agreed that development support groups do exist, but only on paper. They felt that there was no longer any real mentorship programme, even for new lecturers.

L1, who joined her campus at the beginning of the year in which the data were collected, felt that her campus left her to discover everything by herself. In direct response to whether there was any mentorship of new members of staff, this participant said the following: *"For me to be honest, none whatsoever. Like if I can describe my experience, it's like you are being thrown into the sea where you supposed to figure out things on your own. It's quite frustrating."*

L1 related how she had struggled to get linked to the staff portal, Khuphula, and how she struggled to find out how it is used. She said that she managed to "get by" only about two months after joining the college. **L3** agreed that **L1**'s experiences were similar to his, although at a different campus. However, **L2** and **L4** said that on their campus they had been inducted and assigned mentors who had helped them adapt to the TVET college environment. **L6** then noted that mentoring seems to have been done in the past but not more recently. He had this to say,

> *"Now we have this interchanging of lecturers… (open arms and a shrug)… so you don't mentor those ones they know the system. Now management get used to that not knowing that there are people who are starting… you know 'cause they are new to the system."*

Everyone agreed with this point of view. From the participants' contributions it became evident that in the past mentorship was common because the TVET sector was still new and almost everyone had moved over from the school system. Now most lecturers move between campuses, and management overlooks the lecturers who join the college from schools or even straight from university, as had been the case with **L1**.

4.4.1.7 Data with regards lecturers' overall evaluation of CPD at the college

Participants generally agreed that management was not very committed to CPD. They agreed with the notion that management was just doing it for no other reason than to be seen to comply with DHET regulations. **L7** summed up everyone's views by saying, *"I mean for the past seven years, management is failing us. If you check… back then management was still serious. Now you are appointed and the students are already in class… (loud laughter). Now you have to ask students… How far are you?"* The laughter by other participants meant that they recognised the scenario of getting to a campus and students are already waiting to be taught. There had been no support whatsoever from management.

L1 said, *"I'm thinking that management just does it to produce proof that they did it…"* She felt that management was not very committed to CDP, but simply drew up relevant plans on paper so they could appear to be doing something about it. **L6**

agreed and said, *"Ah you know… the quality of our central people… ah… they just take anyone to handle CPD issues…"* **L6** felt that there were no qualified individuals who were committed to handling CPD issues at the college's head office.

4.4.1.8 Data for lecturers' suggestions on how to improve CPD at the college

Participants were asked to put forward suggestions on how they would improve CPD at the college. Several suggestions came from individual participants. **L6** said, *"Just to open up the ground, I think we've got a challenge within ourselves. If there can be someone who wants to listen to these challenges. There must be someone who is appointed just to check the challenges."* The participant was making the point that fellow participants were not happy about the way CPD was being handled. The participant's view was that lecturers must be given a platform upon which to air their grievances or forward suggestions, so that CPD could be well managed for the benefit of all lecturers.

L8 agreed and said, *"If the central office can open a dust bin where we can tell them what areas we need them to develop us…"* I deduced that the words *"dust bin"* were used colloquially to mean a suggestion box or communication platform between the college's head office and lecturers. The participant would like the head office staff to consult lecturers on the type of training they need and organise it for them. The words *"dust bin"* also seem to have another significance. They imply that the participant thought that they would voice their concerns although these might end up being ignored.

L2 noted that individual lecturer needs might vary, therefore it would make sense if staff developmental needs were identified at campus level by campus management because central office staff is a bit too distant from lecturers. *"So I wish for some of us that our ESs will maybe talk with the lecturer and also find out what is it that they actually need at campus level…"*

ES (Education Specialist) is a title given to a Post Level 2 lecturer who is charged with responsibility of monitoring and appraising Post Level 1 lecturers under his or her supervision. The participant was advocating for the de-centralisation of CPD from head office to campuses. She felt that campus management should take the lead role because they work with lecturers on a day to day basis. She felt that head office staff

only came at the beginning of the year to carry out needs analyses and then are not seen until the following year.

L7 agreed that CPD would be well managed if ESs were involved, but she was of the opinion that these ESs should also be relevant subject specialists.

> *"If I go there they will ask me… ah is this training important? Because they don't know it… but if it's someone from the environment, it's easy for them to understand. If they are specifically on that field it's gonna be easy for them to understand."*

I understood from the participants that sometimes an ES is not necessarily an expert in all subjects under his or her own supervision. This then poses a problem in the sense that the ES concerned might not appreciate the needs of some of the lecturers under his or her supervision. For example an ES can be in charge of fundamental subjects, which are English, Life Orientation, Mathematics and Mathematical Literacy. However this ES might be an English specialist and might not appreciate the needs of mathematics lecturers.

L2 complained about repetitive training, especially examination training. The participant felt that new lecturers should be the ones involved in such training not experienced lecturers. **L5** interjected and said that this had often not been training as such, but rather simply someone reading through the invigilator and marker training manuals from DHET. **L5** felt that lecturers could be given photocopies of such manuals to read at home. He felt that all this was done simply for compliance rather than actually imparting useful and new knowledge and skills.

L7 agreed with the sentiments expressed by **L2** and **L5**. She cited another example, *"They shouldn't include us in training that is not necessary, like the ICT conference. For them it's sort of… (air quotes) shining to the department to say they did this conference… They force us… we are in a military force… (laughter)…"* From the comment above, one can see that the college, out of a need to impress DHET, organises less than useful workshops for lecturers, and furthermore they do not give lecturers any option but to attend. **L7** said that the ICT conference deals with basic

use of computers and the staff portal. She noted that only a few lecturers would find the information in this ICT workshop developmental.

L6 touched on the issue of incentives. He said, *"Okay to get back to that CPD again… to say that if there could be a recognition… after training…"* When the interview was being transcribed, I checked with **L6** what exactly he meant by recognition. He said that after the training there must be certificates which can be used when one is applying for promotional posts. He felt that lecturers considered these training sessions as a waste of time because they did not feel they had got any benefit from them.

L1 agreed that CPD was not well managed and she suggested that this might be caused by the lack of time on management's side and also the fear of removing lecturers from the classroom leaving students on their own. She suggested the following, *"So maybe they can put it like in a system and you can get it on Khuphula… they let you do it at your time, submit the test on-line and it is marked. Sort of an e-workshop…"*

She suggested that the ESs could identify specific training needs of lecturers in a certain subject. Together with the e-Learning unit, they could design an e-workshop for which relevant lecturers could log-on. After covering the content, the lecturers would complete an on-line test to measure their understanding. She said a chat room could also be launched so that lecturers exchange opinions and share good practices that are subject specific.

L2 said, *"Some of us have been doing this moderator course for a very long time and we never get any feedback… like you never get certificates that you have done it. So we wish that central office can do follow up on these service providers."* The comment above shows management's attitude to CPD. They organise CPD for lecturers but they do not follow up to ensure lecturers get their certificates. Management does not seem to care about training needs of lecturers. The assessor and moderator training sessions seem to be worthless because they are not considered as full qualifications that can lead to promotions and salary increments.

4.4.2 Conclusion

The focus group interview convinced me that, although they mainly talked about college-initiated CPD, the participants had a good understanding of what CPD should be. Overall, they felt that the college did not manage CPD well. Amongst the challenges they noted was the lack of follow up after annual needs analyses. They also noted that IQMS seemed to for compliance but the developmental areas it identified were not attended to.

Participants noted that management imposed irrelevant training programmes that did not arise from lecturers' identified needs. They felt that management forced lecturers to attend such workshops so that they can produce proof of CPD through signed attendance registers. Lecturers also noted a progressive decline in quality CPD programmes over the years. They suggested that a de-centralised CPD programme would work much better. They agreed that the college should try subject specific e-workshops, which lecturers could attend in their own time in the comfort of their homes or offices.

After the interview, the researcher came away with the impression that participants were frustrated with management's handling of CPD issues at the college. Whilst the college can produce the proof of CPD by way of documents showing needs analyses, CPD plans and proof of CPD involvement of lecturers, the participants felt that all this was just done only for compliance as the CPD programme delivered was of no value to them. The next section will present the views of management, in the discussion of data collected from in-depth interviews with seven members of the college's senior management.

4.5 ANALYSIS OF DATA FROM IN-DEPTH INTERVIEWS WITH MANAGEMENT

4.5.1 Introduction

Seven in-depth interviews were conducted with members of the college's senior management team. They will be referred to as **SM1 – SM7** for confidentiality. The participants included four Campus Managers, the Curriculum Manager, the Human Resources Manager and the Deputy CEO, Academic Affairs. The interviews were all video-recorded and transcribed. The data presented below will include verbatim quotations from the participants in order to show their opinions about the issues discussed. The data are presented in the sequence of the interviews, as they flowed from one question to another. Nevertheless, the themes discussed fall into the four management tasks identified and discussed previously in Section 4.2.1.

4.5.1.1 Challenges encountered

Data collection by interviews with management staff was delayed due to the difficulty in getting appointments and these appointments being frequently postponed. Participants were often busy with meetings or monitoring visits to campuses. The second and third quarters are busy times for management, with monitoring of the setting, and administration of assessments together with the recording and verification of marks in all campuses. The first and fourth quarters are also busy with the monitoring of enrolment, registration and final examinations. Nevertheless, the researcher eventually conducted all seven interviews. The interviews were conducted in the offices of the participants, but for some participants there was a sense of urgency that they wanted to finish quickly and attend to other duties.

The researcher also managed to obtain relevant information and documents from the participants. The Human Resources staff was helpful in gathering some useful documents for document analysis. Despite the challenges noted above, the participants were generally willing to provide information to the best of their knowledge.

4.5.1.2 Data on participants' roles and responsibilities concerning CPD

Some management staff participants felt that participation in CPD programmes was the responsibility of the lecturer concerned generally identified staff development and human resources management as falling into their core responsibilities. **SM1** said, *"Eh… in my opinion, it is the responsibility of the lecturer to be involved in CPD. There are real, satisfying results for lecturers wishing to keep up and improve their professional development."*

The above sentiment was also echoed by participant **SM7** who also strongly felt that lecturers should be in charge of their own CPD. The participant said,

> *"Whilst the college might organise and fund CPD, it is the responsibility of the lecturer to see value in the training and workshops organised. The lecturer must take a lead role in identifying his/her own training needs and avail him/herself for such training…"*

Some participants felt that it was the responsibility of the Human Resources (HR) department to carry out needs analyses and plan appropriate CPD programmes for lecturers. **SM5** said, *"HR carries out needs analyses in all campuses and compiles consolidated lists of training needs. They also consolidate training needs from IQMS. The curriculum unit together with e-Learning help HR plan training workshops for lecturers."*

Whilst it came out that, the participants seemed to appreciate that planning and implementing a CPD programme was the responsibility of management, they, nonetheless expected lecturers to take a lead role in their own CPD.

4.5.1.3 Data with regards to whether the college's CPD programme is dictated by DHET or drawn up by the college itself

Participants, in their separate interviews, generally felt that most CPD managed by the college was planned by the college itself. In other words, although DHET has a general framework that provides for CPD, it is up to the college to interpret and implement this framework. In this regard, **SM6** said,

> *"As HR we plan most of our CPD. Each year we draw up a CPD plan. We first identify individual lecturer needs and we see how best we can implement the CPD programme. The CPD programme differs from year to year depending on lecturer needs."*

Another view was given by **SM1,** who seemed to be of the opinion that CPD is dictated by DHET policies. In particular, he identified the National Skills Development Policy document as being relevant. He was of the opinion that although the college can draw up their own CPD plan, it follows the same format as that laid down in the National Skills Development Policy.

SM2 thought slightly differently, in saying that CPD was guided by *"…all relevant documents for educators. There are no specific policy documents for TVET college lecturers."* According to SM2, CPD at TVET colleges is guided by policies not from DHET but from DoE. This would mean that the CPD programme planned in these terms would most likely not be suitable at a TVET college.

4.5.1.4 Data on whether CPD is college-initiated or lecturer-initiated

Participants were generally of the opinion that most CPD was college-initiated, although lecturers could also organise their own CPD by enrolling with institutions of higher learning to acquire formal qualifications. **SM3** said, *"…even self-initiated CPD is sometimes funded by the college. I mean when lecturers take relevant university courses to further their studies, the college pays part of the fees…"* The college receives funding from DHET which is reserved for skills development. This amount is used for planning workshops and other training sessions.

SM4 said CPD was both self-initiated and college-initiated.

> *"Involvement in CPD is two-pronged. Firstly, there are lecturers who initiate their own CPD because of benefits of being qualified… secondly; the college identifies skills needs to improve the quality of results and graduates and to improve the lecturers' skills."*

SM1 and **SM6** in their interviews said that the college pays three quarters of the study fees up to a total of R6000 for self-initiated relevant study. As mentioned earlier, the college also pays a stipend of R500 per day for lecturer work-based experience, which is also self-initiated.

SM2 explained that CPD involvement was both self- and college-initiated. She said, *"At an individual level lecturers sometimes request training or register with institutions of higher learning but at times the college identifies common needs of lecturers and organises training workshops."* She explained that lecturers' requests for training are compiled at campus level and sent to the HR department, which summarises these requests and plan training.

The college can also initiate training after the HR department summarises personal growth plans of all lecturers submitted with IQMS. **SM2** was however quick to point out that, *"… IQMS is best suited for school teachers though. DHET should really come up with a well suited appraisal system for TVET colleges."*

In view of the above, although sometimes self-initiated, the college manages CPD that is related to lecturers' academic and professional growth. **SM6** further said, *"…you know, we cannot fund studies that are not related to lecturers' line of work. So forget your Project Management and so forth… We only fund relevant courses only…"* He also said that there are conditions associated with funding for private study. The lecturer concerned must work for the college for the total number of years funded before the lecturer can move to another employer.

SM5 spoke at great length about college-initiated CPD. She said as the curriculum unit they have a CPD plan or schedule in place and they carry out training in conjunction with the e-Learning unit. In particular, she said,

> *"We try to have training workshops every quarter. We visit all campuses. We focus training on teaching and learning, assessment and moderation, on using technology in the classroom and on the optimal use of Khuphula …like the IT conference we are having for lecturers…"*

She said that the college pays external presenters and organises refreshments during the training sessions. Lecturers only have to attend and then are expected to apply the knowledge and skills learnt in their classrooms.

SM5 felt that lecturer-initiated CPD, *"…will ensure commitment and ownership by lecturers of the CPD programmes they engage in. Investment in such CPD will be more useful..."* She felt that as senior management they got the impression that lecturers half-heartedly attend college-organised CPD and did not apply the learnt skills and knowledge in classrooms. She specifically made reference to training on how to use technology in teaching; the college invests in such technology but lecturers still use old teaching methods.

4.5.1.5 Data with regards to whether CPD is managed centrally or each campus can have its own CPD programme

In their separate interviews, participants said that CPD was managed centrally from the college head office through the Human Resources department. **SM6** said, *"We deal with all staff developmental training needs. We go to campuses identifying staff training needs and we come back to compile a plan for the year which we implement through the HR department. We manage it centrally for fairness…"*

In response to how HR deals with the large volumes of information specific to individual training needs of lecturers, **SM6** said that the HR department only summarises lecturers' requests compiled by campuses and draws up training programmes that respond to common needs of lecturers. He said the drawing up of training programmes is a consultative process that involves campuses and the curriculum department of the college.

In addition to the above, **SM5** said that whilst the HR department draws up and implements a training programme for lecturers, it was the responsibility of all campus managers to make an input to such a programme. She said,

"You must remember HR does not deal with lecturers only but ALL (verbal emphasis) staff in the college. So they have to take into consideration training needs of all staff in different sectors of the college e.g. the cleaners and student support staff and so on…"

SM3 was of the opinion that it would be unfair if campuses could manage their own CPD programmes as some campuses are rural and less developed than those in cities. She felt it was right to manage CDP centrally for fairness and *"…this alleviates pressure from campus managers so that they concentrate on other duties like day-to-day running of the campuses…"*

By contrast, **SM1** felt that CPD should be managed at campus level because campuses have different developmental needs. He said,

"…I mean you have some campuses dealing with agriculture only and others dealing with specific engineering subjects like mechatronics in my campus and hospitality. What is the point of managing such unique training needs from central office? Training can be managed at campus level by the CMT (chuckle)…"

CMT is an acronym for campus management team. It includes the educational specialists (ESs), the heads of department (HODs) and the campus manager. The viewpoint that CPD should be managed from campuses was shared by **SM4** who felt that rural campuses like her own needed to manage their own training. She made particular reference to the training budget which should be more for rural campuses than for well-developed campuses.

4.5.1.6 Data as to how a CPD programme is practically managed from head office up to campuses and individual lecturers

Participant **SM7** said that it was the responsibility of the HR department to make sure that staff developmental needs are met. He said,

> *"…it is one of their key performance areas. They must work through a lot of documents e.g. IQMS and generate their own documents pertaining to staff developmental needs. They draw up a training programme and budget for the year. This will then be approved by the college council depending on funding allocated to the college by DHET."*

SM6 said that they rely on personnel at individual campuses to implement the training programme drawn up by HR. Campus management staff receive the training programme which has dates and venues and then they have to forward names of participants back to HR. He said,

> *"…we work as a team because we receive training needs from the campuses, we work out a training programme and campuses send us names of staff members to attend the training sessions. We do not do it all alone; campuses play a big role on who will be trained".*

SM2 in her interview agreed with this point of view. She said that the job of the campus manager does not stop with submitting staff developmental needs but it also involves identifying and sending names of staff members to be involved in training sessions arranged by HR.

SM1 said that in a sense the campus staff are not involved in CPD planning. He felt that campuses are only involved in identifying participants for training sessions organised by the HR and organising transport for the participants to the training venue.

SM1 felt staff at individual campuses had no sense of ownership when it came to college-initiated CPD. Hence campus managers did not bother to monitor what happens in these sessions. He added furthermore, *"If there is a bursary for a certain qualification, head office will then communicate directly with the identified lecturers and tell them to register with a university and pay directly to the university for the lecturers' studies."* He felt that this disempowered the campus managers. Campus management was by-passed and the HR department dealt directly with lecturers.

From the comments above, campus managers feel that their involvement in CPD is menial as it only involves submitting documents and names of staff members to HR. HR makes summaries of training needs, draws up training programmes and requests names of suitable participants from campuses. I felt from the interviews that the four participants **SM1** to **SM4** (Campus Managers) thought that they could be more involved but the HR department does almost everything including drawing training programmes without consulting campus management teams.

4.5.1.7 Data with regards to funding and criteria used to fund lecturers

SM3 summed up the issue of funding as follows,

> *"…lecturers benefit through skills programmes offered by accredited service providers and also through bursaries to acquire formal qualifications in institutions of higher learning. For short courses, lecturers are provided with transport, accommodation, meals and their programme costs paid in full…"*

By and large, the college through DHET allocations, funds training programmes deemed to be professionally and academically beneficial to the staff members concerned. According to **SM6**, the college identifies lecturer needs through IQMS and the Performance Management Development System and also carries out needs analyses early in the year. A training programme is then drawn up taking into account staff training needs. Training is organised according to the funds allocated by DHET for skills development.

In response to the question about how lecturers are chosen for CPD programmes, **SM2** said that currently campus managers together with CMT members were responsible for selecting members of staff for CPD. She said in a case where the lecturer chooses to do a formal qualification, then HR would vet the qualification for relevance before funding could be approved. **SM7** said, *"…I'm proud to say that at the moment we are the only TVET college that is mulling the idea of setting up a training committee that will assist with selecting staff members for CPD".*

SM6 said that although a training committee will soon be established, the criteria for selecting participants for CPD programmes would remain the same. He said the committee would only alleviate work from the HR department. He added:

> *"The CPD programme must be seen to add value to the lecturer's current work and we will fund first relevant bachelor's degrees, honour's degrees, master's degrees and doctoral degrees, in that order. It also depends on how much has been allocated by DHET for CPD programmes"*

SM5 said that the criteria for selecting participants for CPD are linked to lecturers' specific needs and student performance. She said that curriculum and the e-Learning units would develop training workshops either because there is new technology to be used in the classroom or because there are new programmes introduced in campuses or perhaps because management has noted poor subject results due to knowledge or skills gaps of lecturers. She said, *"…most of the planned workshops are in response to problems observed in teaching and learning. The purpose is to improve the results."*

4.5.1.8 Data with regards to efforts by management to incentivise CPD involvement

Participants had various opinions on the issue of incentives for CPD. **SM2** was of the opinion that there were few incentives for participation in CPD, and these are limited to the college paying for transport, food and sometimes accommodation. She added, *"I don't know whether you would consider all that an incentive…"* On further probing found out that the participant did not think this was good enough to encourage CPD involvement.

SM4 mentioned the R500 stipend per day lecturers are given for participating in LWE. She also mentioned assistance with tuition fees for formal qualifications. She said, *"I know that some people consider the R500 as a mere refund for money spent on transport and food, but the fact that the college refunds means a lot…"* She felt that the college was doing enough to encourage involvement in CPD.

SM1 was of the opinion that the rewards for involvement in CPD should be the internal satisfaction the lecturer experiences after CPD. *"There are real, satisfying results for lecturers wishing to keep up and improve their professional development. They stay abreast of issues in their educational practice."* He felt that the benefits of CPD involvement should not be seen only in material gain, but also in the inner satisfaction that a certain skill or knowledge has been mastered. He said involvement in CPD enhances the confidence of the lecturer and that is an incentive on its own.

SM5 talked about incentives that come after a qualification has been attained. The lecturer's pay grade increases and his or her chances of promotion at work are improved. *"Unlike the olden days, now we consider educational qualifications and involvement in CPD to recommend one for promotional posts… so you see…"* She also mentioned that on completion of relevant educational qualifications, lecturers can join professional bodies such as the South African Council of Educators.

4.5.1.9 Data with regards to participants' overall evaluation of CPD

Participants had various opinions about how CPD is managed at the college. **SM2** felt that the college can do better than what it was currently doing. She said,

> *"The whole thing is not really functional. Let's hope after the establishment of the training committee we will see an improvement. Currently the HR pretty much does everything on their own. What would be interesting would be the composition of this new committee…"*

The comment above reveals the general frustration among Campus Managers with the current management of CPD at the college, especially the centralisation of CPD at the college's head office. However, there was a general hope that the new training committee would deal more effectively with CPD issues.

SM2 was however very happy that at her campus she had encouraged staff members to engage in their own CPD and this has led to nearly all staff members deemed academically and professionally qualified. She said,

> *"…when I look back I am really proud of our academic staff. It took a bit of motivation on our part but do you know that of the eight lecturers who were facing dismissal because they were unqualified, six of them are now duly qualified with the remaining two expected to finish end of this year?"*

She explained that the concerned lecturers had registered with universities to complete Postgraduate Certificate in Education or Bachelor of Education and they paid for their own studies. They had not been beneficiaries of college bursaries or any other form of funding from DHET.

In his interview **SM7** said he thought that the CPD management at the college, despite its challenges, had been efficient. He said, *"…the only way to judge its efficiency is through determining the number of lecturers who graduate in each programme and the impact this has on student performance".* He said that the college had nearly reached the hundred percent mark of lecturers who were now suitably qualified. He also said the results from the students bear testimony to the effectiveness of the CPD programme implemented over the years.

SM6 felt that despite inevitable challenges such as shortage of funds, the college was doing very well in CPD management. *"Everyone from staff members to management is involved in CPD. The process is fair and transparent for all to see."* **SM7** said, *"…in all fairness, the success of any CPD programme should be reflected in staff performance and by extension that of the students"*.

He felt that the results of the college in both the National Certificate (Vocational) and Report 191 speak for themselves. NCV offers courses from NQF level 2 up to level 4 whilst Report 191 offers courses at NQF level 5 but students graduate with a National Diploma at level 6 if they complete eighteen months of learnership at a workplace. The college has constantly improved student pass rates over the years and is now the best performing college in the province. The college was also ranked amongst the top five colleges for national results in the country for 2017.

SM3 felt that the CPD programme was not implemented effectively. She felt that some lecturers initiated and funded their own CPD but the college is taking credit for it. She also said, *"…college-organised workshops last a short while and there are no certificates or recognition afterwards. Sometimes lecturers complain that the workshop was not useful."* Her comments seem to be agreement with participant **L6** who felt that college-initiated training lacked significance because there was no recognition after the training.

SM5 felt that the college does its best to identify and deal with staff members' developmental needs. She said,

> *"…we receive a lot of training requests from lecturers and we have to consolidate the requests and compile a comprehensive training programme for the whole year. Of course not all requests and needs will be taken care of but we always try our best."*

SM1 and **SM4** generally agreed that although there was room for improvement, the college was doing a great job responding to lecturers' training needs and equipping the lecturers with relevant and current knowledge and skills about their subjects.

4.5.1.10 Data with regards members' opinions on how to improve CPD at the college

Participants were generally optimistic that the new training committee would improve CPD management at the college. **SM7** emphasised the issue of equitable distribution of funds for CPD across all sections of the college and not only academic staff. He said, *"We are all excited about the new training committee to be established. Members of all workers' unions will be part of this committee. The needs of all staff members will be taken care of…"*

SM1 felt that the college could liaise with universities so that they design and offer educational qualifications that are relevant to the TVET college sector. He said, *"The college should work with private and public institutions to ensure delivery of quality lecturer education programmes that speak to the vocational skills training needs of lecturers".* He felt, nevertheless, that lecturers were still being trained to be teachers.

He noted the difference between a TVET college lecture room and the school classroom.

SM2 felt that for LWE to be efficient, the college should adopt a more robust approach when it came to monitoring it. She felt that lecturers were pretty much left to place themselves in different industries and there was no supervision or monitoring from the college. On the same point, **SM3** felt that the college must play a proactive role in improving LWE. She said, *"The college should forge working partnerships and have regular meetings with industries so that the lecturers can be placed in these industries…"* She said that if lecturers are placed on LWE by the college and monitored, then the exercise could bear more fruit.

On the issue of LWE, **SM1** said that the college could explore the possibility of inviting industry experts to spend days on campus sharing their knowledge and expertise with the lecturers and students alike. He said, *"This could also include artisans visiting campuses to share information and knowledge with lecturers."*

SM4 felt that the management of CPD should be decentralised with each campus running its own CPD affairs. She felt that campuses have specific needs according to subject offering, geographic location and infrastructure. She said, *"Rural campuses like mine do not attract appropriately qualified lecturers and yet in these campuses we leg behind in infrastructural development and we have the most challenging students."* She felt that campuses such as hers could have intensified CPD managed on campus so that the campus builds its own capacity in terms of appropriately qualified lecturers ready to deal with challenges of a rural campus.

SM5 said that the college was looking into a plan to have all engineering lecturers undergo trade tests to become artisans themselves. She felt that this could enhance the quality of the engineering results. She was however quick to point out that the college was aware of the flight risk associated with this whereby lecturers who become artisans might move to industry due to better pay there. She said in order to curb this, the college could sign contracts with the lecturers that would bind them to the college for a certain number of years before they could leave.

SM5 also suggested that the college should monitor more regularly the use of technology in teaching. She said,

> *"The college spends a lot of money on CPD workshops and equipment procurement but lecturers are still not using these in class. The use of technology must now be monitored and the monitoring instrument for class visits must now include the use of technology."*

She added that the use of all acquired knowledge and skills should be monitored during class visits. Lecturers who fail to demonstrate that they have been involved in CPD, should not score high marks on their IQMS evaluation sheets. Then these lecturers will not be progressed in terms of their salary grades.

4.5.2 Conclusion

From the in-depth interviews described above, the researcher observed that participants tended to think that CPD was very well managed at the college. They acknowledged that not all lecturer needs can be met, but they, nonetheless, feel the college was doing a lot to empower its staff members. They demonstrated how important they considered CPD to be at the college. The participants justified why CPD is centrally handled, which was for transparency and fairness. The HR department, after receiving needs analyses from all campuses, are placed better to consolidate these needs and plan workshops that would be relevant to the majority of the staff complement.

Some participants, particularly **SM5**, expressed disappointment with lecturers for not taking the college's CPD efforts seriously. She felt that the college was spending a lot on CPD, only to find lecturers did not use the newly acquired knowledge and skills in their teaching. The idea of establishing of a new training committee was very exciting for most participants as they felt this would improve CPD management at the college.

4.6 ANALYSIS OF DATA COLLECTED FROM DOCUMENT ANALYSIS

4.6.1 Introduction

Data were collected from documents made available to the researcher by various departments of the college. These documents included internal communication between the central office and campuses, training schedules and various policy documents from both DHET and the college itself.

4.6.1.1 Data with regards to the existence of a CPD programme for lecturers

The curriculum together with the e-Learning unit produced schedules for training of lecturers on various aspects. The Human Resources department of the college also provided some documents for analysis. The analysis of the individual documents provided is described next, according to their titles.

***Training planned or conducted by curriculum team*.** This document lists training activities for all staff members, not only lecturers. The target audiences for the training is lecturers, internal curriculum co-ordinators, COLTECH administrators and the curriculum manager. COLTECH is a student administrative system used by TVET colleges to gather biographical information of registered students, compile and provide a wide range of statistics and, most importantly, capture students' marks and academic records.

On analysing the document, I discovered that it to be more of a record of training already done than a schedule of training yet to be conducted. The document listed 20 training workshop sessions from January to June 2018. Of these workshops five concerned lecturers. At three of the lecturer workshops only one participant per workshop was involved. One of the three workshops was more of an information sharing session whereby DHET explained how the Integrated Continuous Assessment (ICASS) document had been revised for the year 2018.

The other two workshops of the five meant for lecturers, involved a sizeable number of lecturers. The first one was the Office Data Processing (ODP) and Life Orientation (LO) workshop, and it involved 53 lecturers in these subjects from all the campuses. The second one, held on the same day, was the Mathematical Literacy training workshop, which involved 30 lecturers in the subject from all campuses.

The training for ODP and LO was about marking of students' scripts, to ensure consistency across the campuses. The workshop was conducted by the internal curriculum team to address discrepancies in marking where each campus had its own style. This had caused problems when DHET and Umalusi acted as external moderators and found that each campus had a unique style. So for instance, it was agreed upon to use pens in three colours; red to mark accuracy in typing, blue for manipulation of the content and green for moderation.

The Mathematical Literacy workshop was slightly different. Lecturers in the subject were taught how to use the new touch screen laptops that they had been given by the college for teaching the subject. They had been, for instance, taught how they could draw diagrams or graphs and insert pictures into their presentations.

The e-Learning unit had also planned workshops and training sessions. Of the fifteen training workshops planned for the whole year, four were meant for lecturers. When the college bought touch screen laptops for all lecturing staff members, the e-Learning unit had been tasked to train lecturers on how to use them. The training was mandatory before the distribution of the laptops, and training sessions were held on all campuses. Lecturers attended in groups and each training session lasted for one hour.

The second workshop was meant to teach new lecturers how to use the staff portal, Khuphula, in downloading assessments. The e-Learning unit informed participants that lecturers were no longer allowed to upload anything on the staff portal to curb leaking of assessments. I found out from the e-Learning unit that the training planned for 12 June 2018 had not taken place because of test 2 preparations.

On 18 June there had been a workshop planned for Electronic Control and Digital Electronics (ECDE) lecturers, which was meant to enlighten concerned lecturers on teaching tools for ECDE. Unfortunately the workshop did not take place because of lecturers preparing for test 2, soon after which there were vocational subjects assignments, then Integrated Summative Assessment Tasks (ISAT), followed by internal and then the final external examination. The second part of the year is thus usually extremely busy with lecturers setting, administering and marking various

assessments so that at this time of the year it is difficult to schedule any sort of training.

The fourth workshop on professional development was meant for all lecturers in all campuses and was held over four days. The main aim of the workshop was to enlighten lecturers on how to use Khuphula to prepare and administer supplementary assessments for their students.

HRD Operation Plan in Terms of Trainings for 2018/2019 and ***Professional Development Operation Plan in terms of Trainings for 2018/2019: Support and Teaching staff****:* These two documents are identical: the first was supplied by the HR department and the other by the e-Learning unit of the college. In these documents the researcher noted that of 77 training sessions planned for the period 2018/2019, 12 were meant for lecturer skills development. By the time of data collection, eight of the 12 lecturer training workshops should have been completed, but in reality only four had been done.

The reasons given for not conducting the other 04 of these training sessions ranged from disturbances of academic activities due to unforeseen circumstances such as failing to find appropriate service providers. The assessor and moderator training sessions had been postponed, with the e-Learning unit hoping to schedule them for the fourth quarter before the external examinations.

4.6.1.2 Data with regards to staff involvement in CPD over a period of time

The researcher sought data to do with involvement in CPD over the years. The HR staff said that they did not have a consolidated list of who had or had not attended CPD training over the years. The HR department also could not even supply the researcher with a list of all lecturers and their qualifications.

However, each campus had had to send to the HR department a list of all lecturers with their academic and professional qualifications.HR is then supposed to consolidate all such information into a single list for the whole college. The Human Resources manager said that his department does not consolidate anything from those documents anymore because,

> *"…ah people lie on those documents man… we are in the process of doing a real skills audit BUT (verbal emphasis) the unions are pulling us back because they think we want to victimise their members without suitable qualifications… they advise their members not to co-operate because this is not a government directive but an initiative by the college…"*

During the period of data collection, the skills audit had not yet begun. The HR manager, however, reassured the researcher that the situation was not altogether bad at the college, because the college had adopted a policy of employing only those applicants who were professionally and academically qualified. Those who were not appropriately qualified were either employed a long time ago or were in scarce skills programmes such as engineering.

4.6.1.3 Data with regards to funding CPD at the college

The college uses a bursary policy authored by the HR section of DHET. The policy proposes financial assistance be offered to permanent employees to further their formal studies with a recognised educational institution for a period of twelve months or more. In summary the policy proposes that approved employees would receive a bursary amount to cover part of the registration, tuition and examination fees for qualifications that could be deemed relevant or supportive to the core functions and strategic priorities of the department (DHET, 2012).

A Departmental Bursary Committee (DPC) works in conjunction with individual colleges at the start of the academic cycle to invite suitable candidates to apply for bursaries following predetermined criteria. The committee announces closing dates for applications and then communicates the outcome of applications to college HR managers and applicants (DHET, 2012).

The management of this bursary policy has its own challenges by being centralised at DHET headquarters in Pretoria. So HR departments for all TVET colleges in South Africa, forward bursary applications to Pretoria. In 2014 there were 50 TVET colleges, across well over two hundred and 264 campuses in South Africa employing 13 381 lecturers (DHET, 2014). This number clearly makes central management of bursary applications unwieldy.

Colleges, through their HR departments, are tasked with the responsibility of identifying and forwarding only those applications that are eligible for approval by DHET. A cycle of skills development similar to that used by the previous Department of Education (DoE) uses is still used (DoE, 2006). The cycle is explained in the college's *Draft Constitution of the Training Committee* (Gert Sibande TVET College, 2018) and an adaptation is shown below in Figure 4.4 and then explained further.

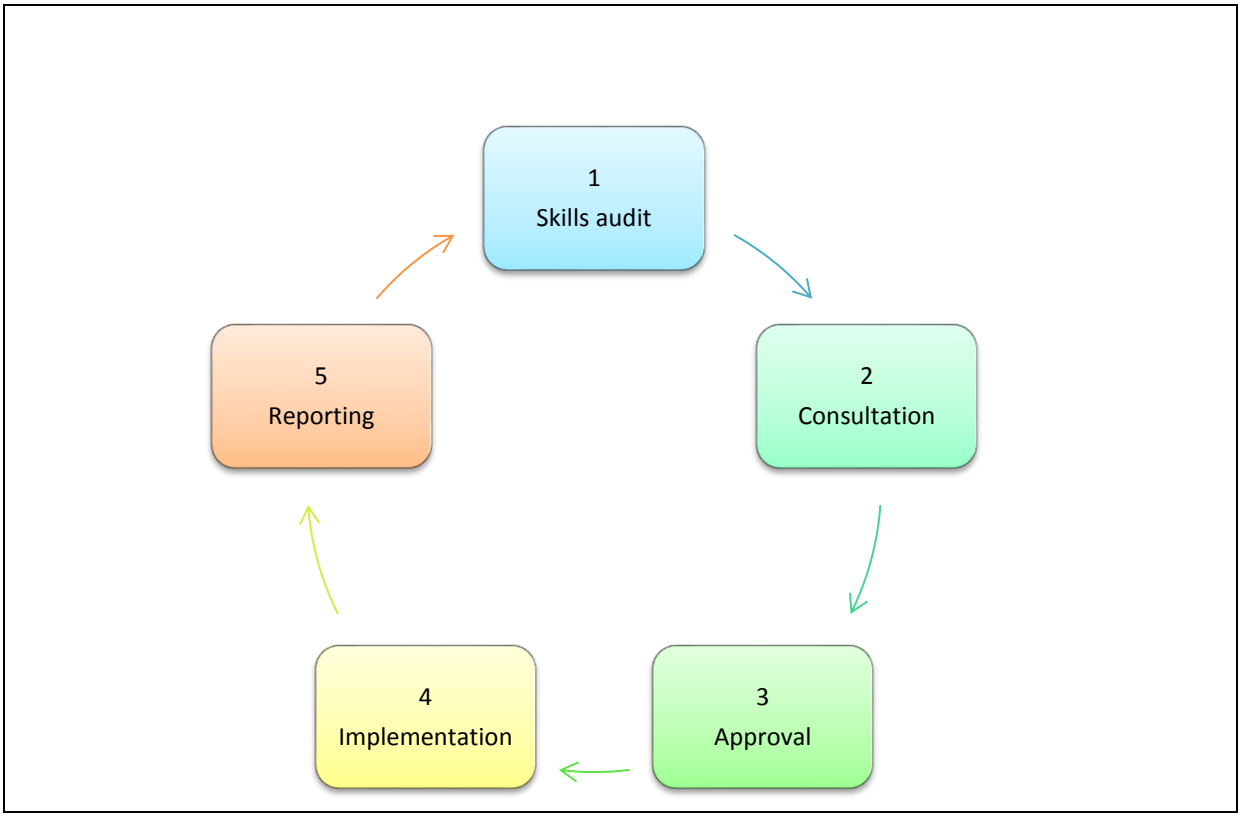

Figure 4.4: Cycle of Skills Development *(Adapted from DoE, 2006)*

The college's training committee would be tasked with the responsibility of identifying strategic training objectives in line with the National Skills Development Initiatives. The committee would then conduct a thorough needs analysis among all employees, by way of surveys or skills audits or reviewing identified developmental needs in Performance Management Development System and IQMS.

The next step would to consult individual lecturers about their training needs and then provide them with on agreed training needs. The committee would then sit to review all applications and provisionally approve some in line with the budget and the relevance of the qualification for the professional growth of the staff member

concerned. The provisionally approved applications would then be sent to DHET for final approval, after which staff members are informed of the results of their applications. The college chosen for this study uses the funds allocated by DHET to pay for sixty percent (60%) of the study fees, up to a maximum of R6000 per annum per approved application.

When implementing the Workplace Skills Plan (WSP), the college is expected to keep training records for staff members who benefited from the training. Finally an annual college training report is compiled for the DHET. From such reports received from all TVET colleges in South Africa, DHET can compile an Annual Training Report for the TVET sector. In such reports, challenges related to training are identified and solutions are proposed.

The college has a policy entitled *Bursary/Financial Aid Policy* that deals with the allocation of bursaries and financial aid to students with excellent study records but who cannot afford tuition and accommodation fees or transport costs. This policy also stipulates how the college chooses excellent students to fund them fully for further studies towards a B.Ed. degree. The programme is a college initiative whereby these students are funded to be lecturers-in-training. After the training they are employed at the college as lecturers for at least the duration of their studies. However this cannot be categorised as CPD because it is more focussed on initial training for lecturers.

There was documentary proof that the college did pay service providers for carrying out workshops and training sessions. For instance, facilitators for assessor and moderator courses were paid by the college. This did not apply to facilitators who were college employees. For members of staff, only food and transport costs were met by the college.

The college has a job placement policy (Gert Sibande TVET College, 2015a or b) but this is for students who are placed in various workplaces for practical work-related experience. The researcher noted that at the time of data collection, the college had yet to draft a policy on lecturer work-based experience. The college leaves the involvement in LWE to the lecturers concerned and there is no real management of the programme.

The college has a policy on induction of new members of staff. The three paged document (Gert Sibande TVET College, 2015) details procedures on how new staff members should be inducted to orientate them as to their duties. The policy puts the responsibility for induction of new members of staff on the shoulders of their immediate supervisors. The policy does not say whether attendance of such induction sessions was compulsory or not.

The training document from the HR department of the college slotted in induction for new staff members in all campuses during the first week of the academic year. The induction session, which lasted for two hours, was attended by only staff members who had joined the college at the start of that year. Staff members appointed later on were ignored. This showed a flaw in the college's management of induction. The policy should include the appointment of mentors to new members of staff joining the TVET sector for the first time.

In 2018, DHET, through the directorate of TVET lecturer development, published a document that details the directorate's strategy and plan for lecturer development (DHET, 2018). The document proposes a nine-year lecturer development plan that includes initial lecturer development and in-service lecturer development. The programme was developed in response to the report by the European Commission (2015) in which it was observed that TVET lecturer training remained marginalised in favour of teacher training and the observation by DHET that TVET lecturer training was currently conducted on an ad hoc basis in South Africa.

For initial lecturer training the DHET's strategy plan envisages a four year degree programme that would include content, pedagogical studies, work integrated learning in both industry and the TVET colleges, and Internship in TVET colleges. Student-lecturers would be required to develop a comprehensive Portfolio of Evidence (POE) to include practical learning experience (DHET, 2018).

For in-service lecturer development the plan envisages two types of training. The first one is designed for those lecturers who had undergone some kind of professional training before joining the TVET Sector. According to DHET (2018) such training should be based on the following criteria:

- training needs determined through a lecturer performance management system;
- college improvement plan designed from well-researched needs analyses;
- local, regional and economic development plans; and
- latest industry-related innovations.

The training arrangements mentioned above would not lead to any formal qualifications, other than attendance certificates. Instead, the main aim is to continually expose lecturers to new trends in industry so that they are kept abreast of these and can incorporate them into their own teaching.

The second type of training is designed for those lecturers who are regarded as under- or unqualified. Typically such training would lead to a formal qualification or certification. Ideally DHET (2018) proposes that this training could result in one or more of the following outcomes:

- post-professional qualifications in line with the policy on Professional Qualifications for Lecturers in the Technical and Vocational Education and Training; or
- a two-year programme, a "National Professional Diploma in Technical and Vocational Teaching" (NPDTVT), specifically designed as a wrap-around programme to professionalise the said lecturers and bring them in line with the minimum entry requirements, Relative Education Qualification Value (REQV) 13; or
- Short courses accredited by Sector Education Training Authorities (SETAs) and can lead to a full qualification; or
- Unaccredited short courses, which are accompanied by comprehensive portfolio of evidence (POE) not necessarily leading towards full qualification but bearing some certificate to prove attendance and successful achievement that can contribute to CPD points.

Regarding the last point above, the DHET lecturer development document proposes a CPD point system whereby lecturers' involvement in CPD would earn them points that accumulate as they engage in further CPD sessions. These CPD points would then be used to advance the lecturer by a salary notch and could also be used as

criteria for promotion at work. If implemented the policy would respond to wishes expressed by the participants **L6** and **SM3** who wanted to have CPD engagement recognised and incentivised.

The funds allocated for skills development at the college for two financial periods are shown below in table 4.4. The question marks on the table above indicate that by the time of data collection, there was no indication of how much money had been used during the period 2018/2019.

Table 4.4: Allocated funds for skills development

Period	Allocated	Used	% used	Roll-over	% Roll-over
2017/2018	R771 000	R307 902	40%	R463 098	60%
2018/2019	R1 836 518	?	?	?	?

From the data in the table it can be seen that funds allocated for skills development in 2018/2019 was more than double the amount that had been available in 2017/2018. This was due, in part, to an increased grant for skills development from DHET and in part due to the roll-over form the period 2017-2018 (Gert Sibande TVET College, 2018). The reason why the college only used 40% of the allocated funds for the period 2017/2018 is not known. Nevertheless, the data shown in the table shows clearly that DHET does allocate a grant to the college for it to effect its skills development plan for staff members.

4.6.2 Conclusion

The documents that the researcher managed to examine were very useful, albeit few in number. Although there were challenges noted in the college executing its skills development programme, there was documentary proof that the college does have a CPD programme; that it is serious about CPD of all staff members; that there is funding provided for staff developmental needs and that the HR department of the college manages the funds. The HR department takes centre stage in managing CPD at the college.

4.7 CONCLUSION

Lecturers participating in the focus group seemed discontented with the way the college has been managing CPD for them, which appeared as an apparent lack of care in its implementation. They felt that management was only involved in order to produce proof of compliance to DHET policies. They regarded the needs analysis done every year as mere “window dressing” and they thought that most of the college-organised workshops were not addressing their specific needs.

The In-depth interviews with senior management aired many opinions about CPD management at the college. **SM1** to **SM4** alluded to the HR department of the college not involving campus staff in drawing up skills development training sessions. Instead they were only required to do menial tasks like submitting names. So they had little influence in the planning process or in deciding what workshops to prioritise; yet they dealt daily with lecturers concerned. They understood lecturer frustrations when it came to college-organised workshops, which all too often did not address lecturers’ needs. Because each campus had training needs that were specific to it, they generally felt that it would be better to leave the management of CPD to individual campuses. They were, however, excited about the proposed training committee.

By contrast, participants **SM5** to **SM7** generally felt that the college was doing a sterling job in managing CPD. They thought that CPD management was a complex task that involved consolidating all staff needs to come up with a CPD programme that would best cover the needs of the majority of staff members. They felt that the process was complicated by the differing staff needs, the college’s strategic vision for CPD and also budgetary issues. SM5 particularly felt that lecturers did not appreciate the college’s efforts in providing meaningful CPD, and also proposed that lecturers should somehow be compelled to use new skills in their teaching.

There were many documents attesting to the existence of CPD at the college, however it was evident that policies such as on induction of new staff were not implemented well. There were also no policies to guide other important CPD programmes like LWE and mentorship. The funds allocated for skills development by

DHET go unused and yet there are lecturers who have to resort to funding their own CPD.

The following chapter will give a summary of the study as well as findings and recommendations to the study. It will suggest ways in which the college can manage its CPD programme better. The researcher will base such recommendations logically on the data presented here in response to challenges identified. The chapter will also show reference to literature on models used by other institutions and suggest how these models of CPD management can be implemented in a TVET college like the one under study.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS TO THE STUDY

5.1 INTRODUCTION

The purpose of this chapter is to present an overview of the study and the main findings and then to make recommendations based on the findings. The main aim of this research was to investigate how the continuing professional development of staff was managed at a TVET college in Mpumalanga. The sub-aims of the study are to:

- examine which theories exist relating to the management of continuing professional development (CPD) in institutions of education focusing attention to the TVET sector;
- investigate how a TVET college in Mpumalanga province implements a CPD programme for its lecturing staff; and
- develop new strategies for effectively managing a CPD programme for TVET college lecturers in Mpumalanga province.

5.2 SUMMARY OF THE STUDY

The study was driven by the realisation that most TVET college lecturers lacked proper pre-service training and as a result most of them were either un- or under-qualified. Statistics from a survey conducted by the Department of Higher Education in 2014 showed that only 15% of lecturers in TVET classrooms were academically and professionally qualified for the TVET college classroom (Section 1.2).

The situation of poorly qualified TVET lecturers demands suitable intervention strategies. One viable strategy is engaging lecturers who are already in the TVET classrooms in CPD programmes. This led me to formulating the main research question, “How is the continuing professional development of lecturers managed at a TVET college in Mpumalanga, South Africa?” (Section 1.3)

The research question was divided into three sub-questions. The first sub-question sought to find out which theories may relate to CPD in TVET colleges and how a CPD programme can be best managed (Section 1.3). It is hoped that the findings and recommendations to this study will help TVET colleges in South Africa plan and implement a CPD programme that is effective for the lecturing staff.

Chapter 2 of this study was focussed on reviewing the literature of existing knowledge in the field of CPD in higher education and training. The purpose of the chapter was to examine existing theories and policies pertaining to the management of CPD in institutions of higher learning, paying particular attention to the TVET college sector. In this way it provided answers to research sub-question 1. Firstly, CPD programmes at Technical and Vocational Education and Training (TVET) colleges, with particular reference to South Africa were interrogated. The chapter discussed CPD programmes as prescribed by various governmental policies, fellow researchers and academics in the field. The chapter also showed the positive impact of CPD on lecturers, the particular institution and the whole TVET college sector (Section 2.1).

Chapter 3 of this study indicates the research methodology of the study. The chapter detailed how the research was conducted, including sampling techniques and ethical considerations. Before the study was carried out, I applied for ethical clearance from the university. After being granted the ethical clearance, I sought consent to conduct research at the college. I also asked participants to sign consent forms to take part in the study.

Chapter 4 presented, analysed and interpreted data collected in a focus group interview, in-depth interviews and document analysis. Data were presented in pie charts, graphs and tables. Verbatim quotations from participants were used and interpreted. Where there were doubts, follow-up member checks were conducted. The chapter, thus provided answers to research sub-question2. Chapter 5 which gave recommendations on how to manage CPD, answered sub-question 3.

5.3 FINDINGS FROM THE STUDY

5.3.1 Introduction

The findings of the study will be discussed according to the three sub-aims given above. Chapter 2 dealt with the first sub-aim concerning theories that relate to the implementation of a CDP programme at institutions of higher learning. Chapter 4 investigated how a CPD programme is actually managed by the chosen college. This chapter will later consider the third sub-aim, which had to do with giving recommendations on new strategies for the implementation of a successful CPD programme.

5.3.2 Findings with regard to sub-aim 1: Theories and policies relating to the management of CPD

*5.3.2.1 **Findings relating to theories about CPD management***

There are many theories relating to the implementation of CPD at an institution of higher learning. One such theory was that of Senge (1990), who advocated for organisational learning (OL) and viewed institutions as learning organisations (Section 2.3). I noted that the idea of a learning organisation, albeit very appropriate for the TVET sector, is not fully implemented at present.

I noted that there is no full commitment to CPD as DHET reserves 93% of its budget to salaries and a meagre 7% to all other expenses including CPD (Section 2.3). This apparent under-funding of such important developmental programmes as CPD negatively impact TVET colleges becoming learning organisations for students and members of staff alike. The culture of learning is not inculcated into everybody because, seemingly, the employer does value it.

I examined three learning theories that could be useful in implementing a CPD programme at an institution of higher learning (Section 2.7). I found out that all the three theories namely, the Behaviourist theory, the Cognitivist theory and the Social Cognitive theory, have certain aspects which can be infused into the management of a CPD programme.

The Behaviourist theorists say that after learning there must be observable behavioural change (Section 2.7.1). This means that after CPD a lecturer must, in order to demonstrate that learning has taken place, exhibit the new skills and knowledge as they conduct their day-to-day duties. The Cognitivists believe that human beings are active participants in their own learning (Section 2.7.2). The Social Cognitivists believe that people are self-directed agents who make choices and use resources to achieve goals (Section 2.7.3). In this theory, Woolfolk believes human being engage in any activity due to social influences, achievement outcomes and self-influences.

In my focus group interviews I found out that lecturers at the college were mostly unwilling participants in CPD programmes organised by the institution (Section 4.4.1.2). In the same sub-section I found that lecturers did not want to attend college-initiated CPD because they thought that these training sessions did not add any value for them. In other words they did not feel that the training would have led to any observable behavioural change to their teaching.

In focus group interviews I also noted that after being threatened with dismissal by DHET, most un- or under-qualified lecturers engaged in self-initiated and self-funded CPD programmes to improve their qualifications (Section 4.4.1.4). This was largely a success because lecturers were actively involved in achieving the outcomes of learning. The outcome of this CPD was retaining one's employment in the TVET sector, prospects of promotion and being progressed in terms of salary grades.

5.3.2.2 ***Findings relating to policies about the management of CPD at TVET colleges***

I found out that most policies relating to teacher development had been drawn up by the Department of Education (DoE) and therefore were relevant to the school teacher and not the TVET college lecturer (Section 1.2). This poses a problem because of the different teaching challenges that school teachers and college lecturers face (Section 1.2).

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* from DHET proposes the training of TVET college lecturers be different from teachers, but the document says little about CPD because it focuses on initial training of TVET college lecturers (Section1.2).

The document entitled *Strategy and Plan for TVET College Lecturer Development* speaks about initial and in-service training of lecturers. This document is more recent and proposes an elaborate plan on how to implement CPD in the TVET sector. The plan details the roles and responsibilities of all players from DHET head office right down to the individual colleges throughout South Africa (Section 4.6.1.3). However, during data collection this document was found to be still a proposal and as such, yet to be approved and implemented.

The Integrated Quality Management System (IQMS) is used as a performance measurement tool but again, the problem system was designed for school teachers and so does not work well in TVET colleges (Section 4.4.1.6). This then explains why it is not effectively implemented and no follow up measures are instituted once developmental needs have been identified.

5.3.3 Findings with regards to sub-aim 2: The management of CPD by the college under investigation

Various issues relating to the management of CPD at the sampled college were collected and will now be placed under the various management tasks. In Table 4.4 details these management tasks have been given and items that would fall under each task have been identified.

5.3.3.1 ***Findings relating to the planning of CPD programmes***

Planning would involve development of new policies if needed. I found out that the college does not have its own funding policy for CPD programmes. Instead, it makes use of the policy from DHET (Section 4.6.1.3). The college has a *Bursary and Financial Aid* policy but this is for students rather than staff (Section 4.6.1.3). I also discovered that the college does not have a documented policy on lecturer work-based experience (LWE) and yet lecturers are expected to undertake in it. The lack of policies to regulate CPD programmes leads to mismanagement of these

placements. Lecturers do not take the exercise seriously and when they do go to workplaces, they do it for compliance and not for personal development (Section 4.4.1.5).

Linked to the task of planning are sub-tasks of problem identification and solving. At the college under investigation, it would appear that needs analyses are carried out with the specific intention of finding out what developmental areas need attention (Section 4.4.1.2). In the same way IQMS is also conducted to identify lecturers' developmental needs. After this a consolidated list is drawn up and then a CPD programme for the whole year is prepared for the college (Section 4.5.1.5). Although I found documentary proof that this planning aspect does indeed happen at the college, I found out that campus managers felt left out in the whole process (Section 4.5.1.9). I also noted lecturers' concerns that the Human Resources (HR) department does not implement any useful CPD programme for lecturers (Section 4.4.1.2). They felt that the whole exercise was done in order to either comply with regulations or to impress DHET (Section 4.4.1.4).

Although there is a general sense that the college wants all lecturers at some point to be academically and professionally qualified, I found out that there was no policy document detailing the college's strategic plan to reach this goal. A plan would guide such a CPD programme by detailing what should be achieved, by whom and in what time frame. The lack of a CPD plan means that the college cannot set itself specific outcomes to achieve.

5.3.3.2 ***Findings relating to the organisation of CPD***

The second task of management is that of organising. Important sub-tasks identified in this research were organisational structure, coordination and delegation and duties and responsibilities.

I found that CPD was centrally managed by the college's head office by the HR department. The HR department justified this structure in terms of uniformity and fairness (Section 4.5.1.5). Nevertheless, I found out that most participants were unhappy with a centralised organisational structure as it seems to disempower and undermine campus management teams and specific needs of campuses were

ignored (Section 4.5.1.5). Louis (2011) defines decentralisation as *"…the systematic effort to delegate to the lowest levels all authority except that which can be exercised at central points"*. So, by corollary, in a centralised system there is no delegation. Consequently, CPD programmes are not well coordinated at the college with most workshops cancelled because they clash with other college activities (Section 4.6.1.1).

From the in-depth interviews I found out that participants were not clear as to whose responsibility it was to plan and implement a CPD programme at the college. Some managers seem to think that it is the duty and responsibility of the HR department to deal with CPD issues. However I found out that the HR department seems to think that each person should play a specific role in the management of CPD (Section 4.5.1.6). This confusion as to who should be managing CPD is reflected in the haphazard manner by which CPD is implemented. This leads to some lower level managers withdrawing completely from the whole process and letting HR do it alone.

I found out that although it is true that campus management administers the IQMS evaluation system and submits staff developmental needs, only HR compiles a consolidated list of all staff needs and it is HR staff, together with the curriculum unit of the college,, who decide what is important and what is not important to include in the CPD plan for the year (Section 4.6.1.1). This is seen as being problematic because lecturers and campus management do not always agree on the priorities (Section 4.4.1.8). Consequently participants felt that workshops that had been imposed on them were worthless (Section4.4.1.2).

I found out that the college is working towards establishing a training committee that would handle CPD issues at the college (Section 4.6.1.3). This shows that the college management is aware of the need to of handle CPD issues better, and are trying to include more people in its management. This committee will be composed of staff members from all campuses, indicating that needs of specific campuses should be prioritised. The committee would devise a way to accommodate all staff needs and it is hoped that training sessions would become more meaningful with the result of improved staff participation.

5.3.3.3 ***Findings with regards to leading and direction***

The task of leading or direction involves motivation of staff members and communication (Section 4.2.1). I found out that management did a lot to motivate members of staff to engage in CPD. For instance, there was a study bursary availed by DHET and administered by the college's HR department (Section 4.6.1.3). Beneficiaries of this bursary are funded 60% of their tuition fees up to a maximum of R6000 a year. This would encourage most lecturers to engage in self-initiated CPD as they would not be solely responsible for the expenses. I also found out that upon completion of a qualification, staff members could apply for grade progression or a once-off cash bonus.

I also found out that the college encourages the involvement in LWE by paying a stipend of R500 per day for a maximum of five days (Section 4.5.1.8). Although this can be viewed merely as a reimbursement by the college of the transport and food costs incurred by the lecturer, I thought this should encourage staff members to engage in LWE.

I found out that the college had procured new touch screen laptops for all lecturing staff at the college in an effort to encourage the use modern teaching technologies. The college even organised workshops to train lecturers on how to use these laptops and also how to use the staff and student portal Khuphula to design and administer informal electronic assessments for students (Section 4.6.1.1).

I also found out that the college funds in full all training sessions and workshops organised for staff members. Staff members only have to avail themselves for such training sessions (Section 4.5.1.8). Service providers for these sessions from outside the college are paid by the college, transport, food and sometimes accommodation are also taken care of by the college. No personal expenses should be incurred by staff members.

I, however, noted a decline in the number of college-initiated workshops over the past few years. I also found out the HR department was not using all the money allocated for CPD by DHET (Table 4.4). No reasons were put forward for less than half of the allocated budget for staff development being used in the 2017/2018 financial year, but it is possible that the envisioned college training committee would

preside over CPD issues and take care of the budget. Until such a committee was instituted, the college had in essence frozen all CPD programmes.

I found out that IQMS, although primarily meant to identify and address staff developmental needs, also served a purpose in performance measurement (Section 4.4.1.6). IQMS is an evaluation tool that leads to such incentives as salary progression, grade progression and enhanced prospects of promotion. Staff members are motivated to engage in IQMS because of these monetary incentives presented to them by DHET.

From the research it was evident that staff members at the college were involved in self-initiated CPD with various institutions of higher learning; mostly with no funding from the college or DHET. This showed that staff members were willing to sacrifice both their time and money to gain new knowledge and skills. The major motivating factors for this aspect were found to be salary and career progression, status, recognition, personal growth and job security.

Also linked to the management task of leading is the sub-task of communication (Section 4.2.1). I found out that communication between the HR and staff members was poor. Lecturer participants professed ignorance as to why HR conducts needs analysis when there had been no follow up of providing relevant training (Section 4.4.1.2). Furthermore, in the in-depth interviews some managers were also disgruntled at the way HR had managed CPD whilst shutting everyone else out of the process (Section 4.5.1.6).

This lack of communication results in uncoordinated management of the CPD programme by the college. No one outside of HR seems to be consulted when the CPD plan is prepared, and there is no effective evaluation of it. Consequently, staff members frequently do not know why they have to attend workshops that they believe to be irrelevant (Section 4.4.1.2). Ii was apparent that sometimes, no matter how relevant and important a workshop might be, if lecturers have not been told of its worth and how it was designed to facilitate teaching and learning, they would resist attending or only attend half-heartedly. None of the skills and knowledge involved would then be implemented in classes.

There was considerable evidence of frustration among staff members, lecturers in particular, who wanted to communicate their frustrations about CDP to the HR department, but for which there was simply no platform (Section 4.4.1.8). For instance, participants felt that the HR department was repeatedly offering less than useful workshops; the ICT conference that taught lecturers how to use the staff portal, Khuphula, being one such example. This apparent communication block has led to frustrated and unwilling participants in workshops, which in turn yielded no improvement in lecturers' capabilities.

5.3.3.4 ***Findings relating to control of the CPD programme***

The management task of controlling involves comparing actual performance to set standards, and if there are deviations then corrective action should be instituted. This process would involve evaluation, assessment and supervision (Table 4.1). That the college kept repeating the same training sessions year in year out (Section 4.4.1.2) indicates that no corrective action had been taken.

Again, in the context of controlling, it is relevant to mention the finding from the focus group interview concerning participants' frustration with having no platform on which to air their discontent about the management of CPD (Section 4.4.1.8). To elaborate, I found out that after each training session, lecturers were not asked to evaluate the training sessions. Such a process would go a long way towards helping management organise better and more relevant CPD for its staff. Instead, the lack of evaluation leads to the same mistakes being perpetuated year after year, which in turn leads lecturers being compelled attend meaningless CPD, from which they learn little. Lecturers become unwilling participants and so they do not benefit from the workshops.

I found out that in the training sessions, there was little supervision or monitoring because management only attended the opening ceremony and then left lecturers and the service providers to carry on by themselves. This may result in some service providers, especially those offering assessor and moderator training, failing to issue certificates to the lecturers (Sections 4.4.1.2 & 4.4.1.8). This demotivates members of staff who feel that their time had been wasted with nothing to show for it.

I observed that the college sometimes fails to hold workshops because they fail to get service providers (Section 4.6.1.1). This lack of suitable service providers might explain why at times the college has hired unskilled trainers who waste lecturers' time delivering little useful information and failing to provide training certificates. If the college had supervised and monitored training sessions effectively, to evaluate service providers, they would not have repeatedly hired the same incompetent service providers.

I observed that LWE was not unsupervised at the college. I found out that there was no monitoring during LWE, and lecturers were not required to give any form of feedback after attending LWE. This gives lecturers a free reign to do what they wanted, even to the extent of conniving with some workplaces to simply stamp the LWE form, and then claiming the allowance without attending (Section 4.4.1.5). I also found out that companies were a bit sceptical when it came to allowing lecturers into their companies because the college does not engage these companies to explain what LWE is all about (Section 4.4.1.5).

I found out that evaluations in the IQMS was done merely for compliance, and were not used appropriately by management to identify developmental needs (Section 4. 4.1.6). Furthermore, IQMS is not implemented uniformly, so that each supervisor does it in his or her own way. For example, some education specialists (ESs) complete the process in the first quarter of the year, but it is designed to be on-going for the whole year, (Section 4.4.1.6). Moreover, they simply complete the form without doing any class visits or checking lecturers' portfolio of evidence (POE) files. The whole process is not supervised or monitored, either by the HR department or at least the curriculum department of the college.

I found out that recently new lecturers had not been mentored or inducted appropriately into the TVET college sector (Section 4.4.1.6). Mentorship is an integral part of CPD of a new member of staff joining the sector for the first time. It gives the new staff member the chance to learn from more experienced colleagues. Although the HR did hold an induction session at the beginning of the year, I discovered that this one-hour session only served as a welcoming session. No other session was conducted for colleagues who join the college later in the year. No mentors were assigned to new members to teach them how to function at the college resulting in

embarrassing situations where lecturers had had ask students for help (Section 4.4.1.7).

5.3.4 Findings with regards to sub-aim 3: New strategies for effectively managing a CPD programme at a TVET college.

Sub-aim three deals with suggesting new strategies for effectively managing a CPD programme at a TVET college in South Africa. These suggestions are dealt with in the next section (Section 5.4) that gives logical recommendations with regards the improvement of CPD management at the college. In other words, this sub-aim deals with giving recommendations on how to improve CPD at the college.

5.3.5 Conclusions

In conclusion I found out that the college has paperwork to prove that it has a CPD plan for its staff members. However, the study uncovered many frustrations among both lecturers and campus management with the management of CPD. I noted that the college does not have its own policies to do with CPD but relies on those drawn up by DHET. The college should design its own policies specific to the needs of its staff members. The college does not have a policy on its own LWE initiative hence the laissez-faire attitude to LWE shown by management.

After the study I concluded that a centralised organisational structure for CPD management is not the best for the college. It is difficult to run CPD issues from the head office. This leads to frustration as members do not always agree with decisions made by head office staff. I therefore concluded that a decentralised organisational structure would be preferable, with decision-making devolved to lower level management at campuses. CPD participation would improve if staff members on individual campuses felt they owned the programme.

5.4 RECOMMENDATIONS FROM THE STUDY

5.4.1 Introduction

In this section I will discuss recommendations with regards to the management of CPD at the college. The recommendations will be presented according to the sub-aims as given previously. The recommendations are drawn logically from the findings noted above in Sections 5.3.3 to 5.3.5.

5.4.2 Recommendations with regard to sub-aim 1: Theories and policies relating to the management of CPD.

Theories discussed in this study indicate how a CPD programme should be run (Sections 2.3 & 2.7). I recommend that the college through its proposed training committee (Section 5.3.3.2) incorporates some useful ideas from different theorists in order to guide their CPD management. Every CPD initiative involves dealing with people and people learn in different ways. Therefore, one size does not fit all.

To elaborate on different leaning styles, the college should always plan CPD programmes that would bring about an observable behavioural change in the way lecturers carry out their professional duties (Section 5.3.2.2). These observable behaviours, for instance the use of technologies in the TVET classroom, could be included in the monitoring instruments for class visits.

In planning CPD programmes the college could keep in mind the fact that lecturers need to be active participants in their own learning. Lecturers are self-directed agents who make their own choices about what they deem relevant to themselves. In other words, lecturers are unlikely respond to favourably to training sessions that they feel they do not own (Section 5.3.2.1). In light of this, I recommend that lecturers be actively involved in the planning of CPD programmes at the college. If planning continues to exclude the lecturers they may continue to not participate in CPD initiatives at the college.

The college might also keep in mind that human behaviour is directed by social influences, achievement outcomes and self-influences (Section 2.7.3). I recommend that management should lead by example by engaging itself fully with CPD to

influence lecturers to do the same. Management should be a positive influence for lecturers. I also recommend that there be mentoring and feedback sessions after CPD sessions, so that those that were not involved are socially influenced to also engage in CPD and improve the way they deliver lectures.

I also recommend that the college plans CPD programmes that have real rewards for lecturers who attend them. There must be worthwhile knowledge and skills imparted in the programme. This is a response to the observation that lecturers generally feel that the workshops are imposed on them are worthless (Section 4.4.1.8). I further recommend that the college makes use of service providers that are accredited and registered, who can then provide relevant knowledge and skills to lecturers. I recommend that the college makes use of universities to train lecturers.

In response to lack of policies governing the management of CPD (Section 5.3.2.2), I recommend that the college draws up its own policies in order to better regulate and manage their own CPD initiatives. There is a particular need for polices on running of LWE, which should stipulate the frequency of these sessions and nominate who should be responsible for supervising lecturers during these industry placements. In the case of other CPD programmes the college could have a policy that would clearly stipulate the managers' duties and responsibilities concerning CPD.

After having noted the general lack of appropriate policies for the TVET sector by DHET (Section 5.3.3.2.2), I recommend that DHET speeds up the implementation of policies already documented, such as the *Strategy and Plan for TVET College Lecturer Development.* The recommendations in this document should be cascaded down to all individual colleges in South Africa for immediate implementation. I also recommend that DHET opens up communication channels so that colleges' concerns are adequately addressed and colleges are involved in policy formulation, implementation and evaluation.

After having noticed the general frustration harboured by participants in this study concerning IQMS (Sections 4.4.1.6 & 4.5.1.4), I recommend that DHET addresses the need for a quality management system better suited to the TVET college sector. Given the nature of the TVET college sector (Section 2.6), a relevant quality management system is essential.

5.4.3 Recommendations with regard to sub-aim 2: The management a CPD programme

The recommendations in this sub-section are presented according to the management tasks identified in Section 5.3.3 above. The recommendations below flow logically from the findings already stated, and are cross referenced to these..

5.4.3.1 ***Recommendations with regards to the planning of CPD***

Given the problems identified with LWE (Section 4.4.1.5), I recommend that the college identifies and partners with certain large establishment like banks, Transnet, Eskom and mines near the college in order to place lecturers, while explaining to them the objective of LWE was. Further, a new log-book should be developed whereby the lecturers' performance is monitored and supervised by both the industry managers and the college management.

I recommend that the college adopts a more efficient way of managing needs analyses whereby campus management and lecturers are consulted, especially in decision-making related to identifying and prioritising which needs should be addressed. Linked to this, I recommend that the proposed college training committee (Section 5.3.3.1) should, besides management staff, also comprise ordinary lecturers from all the campuses. This would ensure lecturers are also involved in making decision- about which training would be the most important for them. Lecturers' participation in the planning, implementation and evaluation of CPD at the College should inculcate in them a sense of ownership in the program, which would enhance their involvement in CPD.

I recommend that the college incorporates CPD into its strategic planning. Including CPD objectives would give the college direction as to what should be achieved and by when it should be achieved. The vision and mission of any institution of learning should be driven by the calibre of its staff members. In the study I got the impression that CPD was done for compliance with DHET policies but not really driven by any will to achieve organisational goals (Section 4.4.2). Incorporating CPD in the

college's strategic plan would improve the way managers handle staff developmental issues, including the management of IQMS or any future quality management system.

After realising that sometimes workshops are cancelled because they clash with other college activities (Section 4.6.1.1), I recommend that the college changes the way they view workshops and adopts a more progressive view to CPD. I recommend that the college seriously considers using computer based e-workshops, as suggested by participant **L1** (Section 4.4.1.8). Workshops or training sessions can be uploaded on the staff portal for lecturers to work through at their own pace, after which they should complete some form of written test. With immediate feedback a lecturer who fails could re-take the test after going through the study material again.

5.4.3.2 ***Recommendations with regards to organising for CPD***

I recommend that the college decentralises the management of CPD to campuses after having noted the frustrating nature of a centralised organisational structure (Section 5.3.3.2). The HR department should devolve some of its duties and responsibilities to campus management. For instance, needs analyses could be conducted at campus level by ESs and HODs. Each campus management team (CMT) in consultation with concerned lecturers, would then get together and decide which training needs should be prioritised. The CMT would then identify staff members for training, for which HR would be involved in finding service providers and funding the process. Where the same training needs are identified across more than one campus HR could coordinate training sessions to include members from various campuses.

Where the management of CPD is decentralised, duties and responsibilities of all stakeholders should be clearly specified. I recommend that the CMT should be the decision-making body at each campus and must decide which training sessions were of priority and relevance and perhaps recommend which service providers HR should approach. Each member of the CMT should have specific roles to play in the management of CPD. For example, ESs should identify training needs through classroom monitoring visits and during IQMS administration. These needs would be

presented to the HODs, who must consolidate all the needs into one list. Finally the CMT must sit together to decide which training sessions were of importance and which ones could wait. An organisational structure similar to that outlined in Table 2.1 could be adopted.

There were noteworthy positive findings about organising and delegation of CDP at the college under study; for instance, the efforts of the college to establish a training committee (Section 5.3.3.2). I recommend that all TVET colleges create their own training committees to deal with staff developmental needs. Such a committee should be headed by the college's HR manager but must comprise important stakeholders including representative lecturers from each campus. Besides simplifying the role of the HR department, the committee would involve everyone from top management to individual lecturers who are the beneficiaries of the training committee.

5.4.3.3 ***Recommendations with regards to leading and direction***

That the funds allocated for CPD must be used and no funds should go unused is an obvious recommendation when there are unmet training needs. I found out that lecturers had to pay their own university fees for self-initiated CPD whereas the policy stipulates that these lecturers were entitled to some funding (Section 4.5.1.9). If for some reason there is excess in the college CPD budget, so that some of it spills over to the following year (Table 4.4), I recommend that, instead, the college also funds some CPD initiatives that are currently not being funded such as Masters and Doctoral degrees.

I recommend that the college takes the issue of mentorship of new members of staff seriously. New lecturers should be assigned mentors who would subsequently be part of the new lecturer's developmental support group in IQMS. This mentor would then be expected to continually develop the new lecturer in a variety of ways, including lesson planning, delivery and evaluation. The exercise could be mutually beneficial in the sense that the new lecturer could also impart new knowledge and skills to senior lecturers. Trends change and senior lecturers also need to adapt their

teaching to new ways of doing things, like incorporating new technologies into their own teaching.

I recommend that the DHET introduces a CPD point system whereby lecturers accrue CPD points and these points can be used when one applies for promotion. Knowing that the benefits are real should motivate lecturers to engage in CPD programmes. This would offset the problem I observed of no apparent reward being associated with CPD involvement (Section 4.4.1.2). Although some workshops might be useful, lecturers fully participate in trainings that lead to some fulfilment. The fulfilment might be recognition by others, feeling good about oneself, career advancement and monitory rewards (Figure 2.2).

I recommend that the college, especially top management, opens up lines of communication so that lecturers may air their concerns and make suggestions as to the better running of CPD (Sections 4.4.1.8 & 5.3.3.3). Currently communication is one-way; the HR department sends out circulars with training or bursary application dates but there is no channel through which lecturers' voices may be heard. Communication, if it is two-way, is very important in giving feedback and affords management the opportunity to self-correct.

Again, there were certain positives that were noted, particularly regarding funding of CPD. Although LWE can be improved, the daily allowance is a definite encouragement for lecturers to engage in it. Also, I noted that the college under study funds in full all expenses related to college-initiated workshops (Sections 4.5.1.8 & 4.6.1.3), For any other college wishing to implement a CPD programme that would involve and be seen to benefit everyone, I recommend that they be willing to fund such programmes, thereby encouraging lecturer engagement in various forms of CPD.

5.4.3.4 ***Recommendations with regards to controlling the CPD programme***

I recommend that after every training session, staff members fill in an evaluation or feedback form. This form would identify strong and weak points, which management could then use to improve future workshops. This would avert a situation wherein the

college repeats past errors, making staff members think that the whole exercise is just *"window dressing"* (Section 4.4.1.3).

Lecturers should be involved in the process of deciding which workshops should be organised, rather than these being imposed on them. In addition I recommend that lecturers should be given a choice of whether or not to attend a workshop, because all staff needs are not the same. A workshop on how to use the staff portal (Section 4.6.1.1) is definitely important for new lecturers but not necessarily for everyone, especially if such a workshop is repeated two or more times a year.

I recommend that the college also assesses and evaluates service providers to sift out incompetent ones who should not be used again. This will avert a situation whereby service providers arrive, get paid by the college, but fail to even deliver certificates to training participants. In this regard, lecturers complained in particular about assessor and moderator facilitators (Sections 4.4.1.2 & 4.4.1.8). Ideally, the college should contract only accredited and registered service providers to organise training for staff members. DHET could assist in developing a data base of suitable service providers.

I recommend that the college supervises LWE. It is not enough for the college to expect lecturers to place themselves in industry and hope that they learn something worthwhile for their classrooms. Lecturers should be monitored during LWE and upon completion of this programme, they should write comprehensive reports as to what they learnt and how this will help them in their own teaching. I also recommend that the college organises feedback sessions after LWE so that staff members in the same subject discipline share useful experiences. This promotes the idea of collective learning, as explained in sub-sections 2.3 and 2.4 of this study.

I recommend that IQMS be monitored by both campus management and the curriculum team. Currently IQMS is managed by the ESs only. Scores are agreed upon by the lecturer and his or her supervisor. Too often, no classroom visits are conducted and no real developmental needs are identified (Section 4.4.1.6).

I recommend that lecturers be required to develop portfolios of evidence (POEs), which would contain documentary evidence that all IQMS activities were carried out.

The curriculum department can monitor these POEs every quarter and offer assistance when needed.

I recommend that in its evaluation form for class visits the college includes a section including assessment of lecturers' implementation of learnt knowledge and skills in their teaching, such as use of technologies in their teaching. Lecturers will not be expected to only attend training sessions but they would also be encouraged to use the acquired knowledge and skills in their teaching. This way lecturers would be able to give meaningful feedback as to whether they think new skills can be applied practically in classrooms and whether they think such training facilitates their work in classrooms.

5.4.4 Conclusions

The college under study does manage a CPD programme for all its staff but there were both shortcomings and some positive points observed. I found that management of a CPD programme should go beyond complying with policies from DHET, compelling lecturers to attend workshops and collecting evidence that such training took place. The management of a CPD programme requires proper planning, organising, leading and controlling.

The organisation needs to adopt an appropriate organisational structure that will handle its programme in an appropriate way. Everyone should be involved in CPD management including the lecturers themselves. Communication lines should always be open so that corrective action is put in place where what the college set out to achieve differs from what actually happened.

5.5 LIMITATIONS TO THE STUDY

The researcher faced a variety of challenges during the research period. Firstly the research was conducted in only one TVET college in Mpumalanga. The situation in other colleges was not considered. It is possible that the issues noted at the college studied are unique to that particular college and they have no bearing on how the other colleges implement their CPD programmes. Nevertheless, a comparison between this and other colleges would have been interesting.

In this research, eight lecturers were sampled across four of the seven college to take part in a focus group interview. The question lingers about whether the results would have been the same or different if a bigger group had been sampled. The same question arises had a bigger group been sampled for the in-depth interviews. Nonetheless, the sampled participants' views are representative of lecturers' and management's views about the management of CPD at the college.

Data collection was done at a difficult part of the year when the college was busy administering and monitoring various assessments. The participants, albeit cooperative, were very busy. Although much worthwhile information was gathered in the research, there may be a question about whether participants may have been even more forthcoming had they been under less pressure of time.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

After spending so much time investigating the management of a CPD programme at a TVET college, I realised that the TVET sector is relatively new and management is still battling with a variety of challenges, from appropriate lecturer training to policy development for the sector. I realised that IQMS was originally designed for use in schools and not the TVET college sector. It would be worthwhile for a researcher to study the TVET classroom situation in greater detail and recommend a more appropriate performance management system.

5.7 CONCLUSION

The TVET college sector is still in its budding stages but numbers of students and size of colleges are growing. The TVET college sector is different from school system and therefore more research is needed in order to find appropriate ways of managing the sector. Top management in TVET colleges should formulate and implement policies appropriate to the sector. The continuing professional development of lecturers should be prioritised and taken seriously if the sector is expected to grow and develop graduates that are ready to work.

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APPENDICES

APPENDIX A: Request for permission to conduct research Gert Sibande TVET College

Title:

Managing the continuing professional development of lecturers in a Mpumalanga technical and vocational education and training college.

__ April 2018

The Acting Chief Executive Officer
Ms P. Radingwane
portia@gsc4u.com

Dear Ms. Radingwane

I, Mr Nhlanhla NDLOVU, am doing research under supervision of Professor R.J. Botha, a Professor in the Department of Education towards a Master of Education at the University of South Africa. We are inviting you to participate in a study entitled:

Managing the continuing professional development of lecturers in a Mpumalanga technical and vocational education and training college.

The aim of the study is to find out how CPD is managed at a technical and vocational education and training (TVET) college. Your college has been chosen because it is in the top five best performing TVET Colleges in South Africa. The study will entail involving seven members (7) of the college's senior management team in in-depth interviews. It will also involve eight (8) lecturers in a focus group interview. All in all, fifteen (15) members of your staff complement will be sampled to participate in this study.

The benefits of this study include, but are not exclusive to, sharing best practices with fellow TVET Colleges who might be struggling with issues of managing CPD for their staff members. The study will also afford the college the chance to hear what lecturers feel about CPD management at the college with a view to improving the system. The study has no foreseeable risks on the persons that will be sampled to participate. There will be no reimbursement or any incentives for participation in the research.

Yours sincerely

Mr Nhlanhla NDLOVU
UNISA student

APPENDIX B: Participant information sheet

___April 2018

Title: Managing the continuing professional development of lecturers in a Mpumalanga technical and vocational education and training college.

DEAR PROSPECTIVE PARTICIPANT

My name is Mr. Nhlanhla NDLOVU and I am doing research under the supervision of Professor R.J. Botha, a Professor in the Department of Education towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled:

Managing the continuing professional development of lecturers in a Mpumalanga technical and vocational education and training college.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could improve the way continuing professional development (CPD) of lecturers in technical and vocational education and training (TVET) colleges is managed. As a participant you get the opportunity to air your views on how you think CPD should be managed at your college and your inputs will be incorporated into a final report that will give your college valuable feedback and recommendations.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because we feel that your contribution in this research will be invaluable.

- We feel that as part of the college's senior management, you are better placed to shed light on issues surrounding the management of a CPD program for lecturers at your college. We also feel that you will be the right person to point

out shortfalls in CPD management and how it can be improved if at all you think there is any need to do so.

- We feel that as a lecturer, you are the right person to interview about how you feel about the management of CPD at your college. We appreciate that as a beneficiary to this program, you have a vested interest in its proper management. We feel that your opinions would be valuable in crafting an excellent CPD program for lecturers at your college.

I obtained your contact details from the college's website. I visited the college's head office where I obtained the names of the deputy CEO academic, the Curriculum manager and the Human Resources manager. I proceeded to individual campuses and obtained the names of lecturers and campus managers.

In-depth interviews will involve seven participants (the deputy CEO academic, the Curriculum manager, the Human Resources manager and four campus managers). The focus group interview will include eight participants (lecturers) from four campuses. In total this research will involve (7 + 8 = 15) fifteen participants (*n*=15).

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves in-depth interviews with members of the senior management of the college. It will also involve a focus group interview with eight lecturers. In both instances, the interviews will be audio and video taped for transcription purposes. For in-depth interviews and the focus group interview, I will ask open ended questions to allow the participants to express their opinions fully. An interview schedule is attached at the end as appendix E and a suggestion of focus group interview questions is attached as appendix F. Each in-depth interview will last between ten and fifteen minutes. The focus group will take between twenty five and thirty minutes to complete.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any

time and without giving a reason. However, the information given until the point of withdrawal can still be used.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

As a participant, you get the opportunity to be part of a process that aims at improving systems at the college. Your contributions will be useful in improving CPD management, not only at your particular college, but at the broad TVET sector in South Africa.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no foreseeable negative consequences for taking part in the research. As can be seen, the topic does not require the divulgence of sensitive college information protected under the secrecy agreement you signed with the college.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Whilst the researcher is the only one who will have access to the information you give in this research, your answers may be reviewed by people responsible for making sure that research is done properly, including the supervisor and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Please note that your anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings. A report of the study

may be submitted for publication, but individual participants will not be identifiable in such a report.

While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my house for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Once the five years lapses, hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software program.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no payment for participating in this research study. I will travel to colleges to collect data for in-depth interviews. The focus group will be organized at a venue in Ermelo during the college sport event. No personal expenses will be incurred.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the College of Education, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Mr. Nhlanhla Ndlovu on 0742448503 or email nhlanhla_ndlovu@yahoo.co.uk. The findings are accessible for five years.

Should you require any further information or want to contact the researcher about any aspect of this study, please feel free to do so using the contact details above.

Should you have concerns about the way in which the research has been conducted, you may contact Professor R.J. Botha on cell phone number 0824116361 or email botharj@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Mr. Nhlanhla NDLOVU

APPENDIX C: Consent to participate in this study

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the in-depth interview and focus group interview.

I have received a signed copy of the informed consent agreement.

_____

Participant Name & surname (please print)

_____ _____

Participant Signature *Date*

MR NHLANHLA NDLOVU

Researcher's Name & Surname (please print)

_____

Researcher's signature *Date*

APPENDIX D: Focus group consent and confidentiality agreement

I_____ grant consent that the information I share during the focus group may be used by Mr Nhlanhla Ndlovu for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print): MR NHLANHLA NDLOVU

Researcher's Signature: 

Date: _____

APPENDIX E: Interview schedule

Title of research project:

Managing the continuous professional development of lecturers in a Mpumalanga Technical and Vocational Education and Training college.

Introduction to the research

- *Greet the participant by shaking hands, ask him/her to take a seat and make him/her feel relaxed by smiling and exchanging pleasantries.*
- *Introduce yourself and the study briefly*

I am carrying out a research study where I am investigating the management of continuous professional development (CPD) of lecturers at TVET Colleges in Mpumalanga province and your college has been sampled. As part of the research, I will be conducting face-to-face interviews with sampled senior management staff of the college and lecturers. The information I will gather here will be used to write the research report which will be used solely for academic purposes. Please be assured that the college or participants in this research will not be named in this report and nothing will be linked back either to the college or participants. Therefore, everything discussed will be treated with utmost confidentiality. Please note that you are free to withdraw from the interview at any point if you so wish. This interview will last for approximately 30 minutes and to help me with my notes, please note that the interview will be recorded.

Questions

- *Ask the questions in the same wording given in the schedule.*

Background

1. Please can you briefly outline your job role and responsibilities?
2. How long have you been in your current role?
3. For how long have you been involved with the CPD of lecturers at the college?

The management of CPD at the college.

- *Probe the participant if the response is not satisfactory. The questions in italics are possible probes if the response is unsatisfactory.*

4. In your opinion, whose responsibility is to make sure that lecturers are involved in CPD?
5. Is CPD of lecturers guided by any policy document either from the Department of Higher Education and Training (DHET) or from the college?
6. Is involvement in CPD lecturer initiated or college initiated?
   6.1 Justify your answer to question 6.
7. Is CPD managed centrally from the head office or each campus can manage its own program?
8. Briefly describe how CPD management is handled from the head office right down to the lecturers in individual campuses.
9. What incentives are given to lecturers for attending CPD programs?
10. How often are needs analyses carried out by the college?
    1.1 Explain why the college chose to carry out needs analyses in this interval.
11. Is there a budget set aside for CPD programs and how do lecturers benefit from this amount?
12. What are the general guidelines for lecturers to qualify to be sponsored for CPD involvement especially self-initiated one?
    12.1 Justify the criteria you use to fund CPD of lecturers at your college.
13. How do you assess the efficiency of CPD management at your college?

Suggested improvements and further developments.

14. How, if at all, do you think the management of CPD can be improved at the college?
15. What advice would you have for a college that wants to implement a CPD program for its lecturers?
16. Is there anything else you would like to say about CPD at the college?

Conclusion

- *Stand up to signal that the interview is over and shake the hand of the participant.*

Thank you very much for participating in the research. The responses that you gave are of great value to the researcher and study at hand. Once the report has been written, the college will receive a copy for its own perusal.

- *Record any last minute comments by the participant because these could be of importance.*

APPENDIX F: Open-ended questions for focus group interview

TOPIC: Managing the continuing professional development of lecturers in a Mpumalanga technical and vocational education and training college.

Please note that these are suggestions of questions to be asked during the interviews. The questions in this questionnaire may not necessarily be asked in the order indicated or using the exact wording but the questions cover the gist of what the researcher will seek to find out from the interviewees.

FOCUS GROUP QUESTIONS

1. What do you understand by the concept of continuous professional development (CPD)?
2. At your campus is CPD self-initiated or initiated by the college?
3. Is participation in CPD voluntary or compulsory at your college?
4. When last were you involved in CPD?
5. How do you assess management's commitment to CPD at your college?
6. How do you assess the importance of CPD at the college?
7. In your teaching do you ever encountered difficulties that would require you to undergo CPD?
    - 7.1 How do you overcome challenges that you encounter in your teaching?
    - 7.2 How do you feel the college could assist in order for you to acquire the necessary knowledge and skills as and when you need these?
8. Whose responsibility is it to make sure that CPD takes place at your college/campus?
9. Are there any incentives for lecturers, that you are aware of, that are associated with engagement in CPD?
10. What are your opinions about lecturer workplace based experience (LWE)?
    - 10.1 Are there any incentives associated with this program?
    - 10.2 Is there any monitoring of lecturers whilst they engage in LWE?
    - 10.3 Is there feedback given to other lecturers after LWE?
    - 10.4 Is LWE compulsory or voluntary?

11. Is there any mentorship program for new lecturers at your campus? If yes please explain how a new lecturer is mentored, by whom and on what areas.
12. How would you assess the management of CPD at your college?
13. What changes would you suggest to improve CPD at the college?